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ABSTRACT

The professional internship exchange program was designed to provide in-service vocational personnel development in cooperative vocational education. Ten new centers were established under this project. A total of 30 secondary high schools and community colleges throughout the State of Washington have participated in the three-year project. Approximately 500 youths and adults in cooperative programs along with persons with special needs have been served. Micro-teaching devices and micro-simulated decision making were emphasized throughout the planning workshop. This publication includes complete individual center (school or community college) evaluations from 1970-73. Through this program teacher coordinators and business/industrial representatives have developed a better understanding of the complex nature of the interaction work and education. Teacher coordinators have kept abreast of job changes, task analysis, and those areas of occupations which will provide employment for the future. (EA)

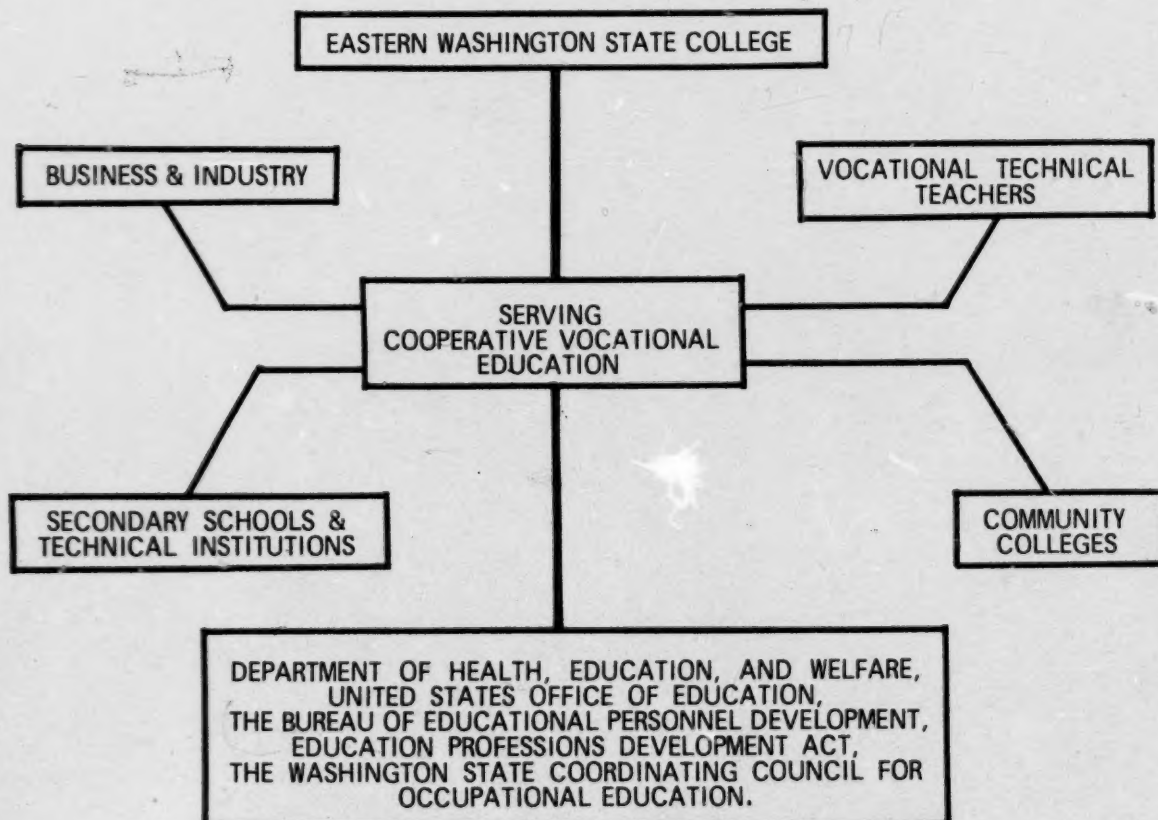
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The Professional Internship Exchange Program in

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Vocational Education

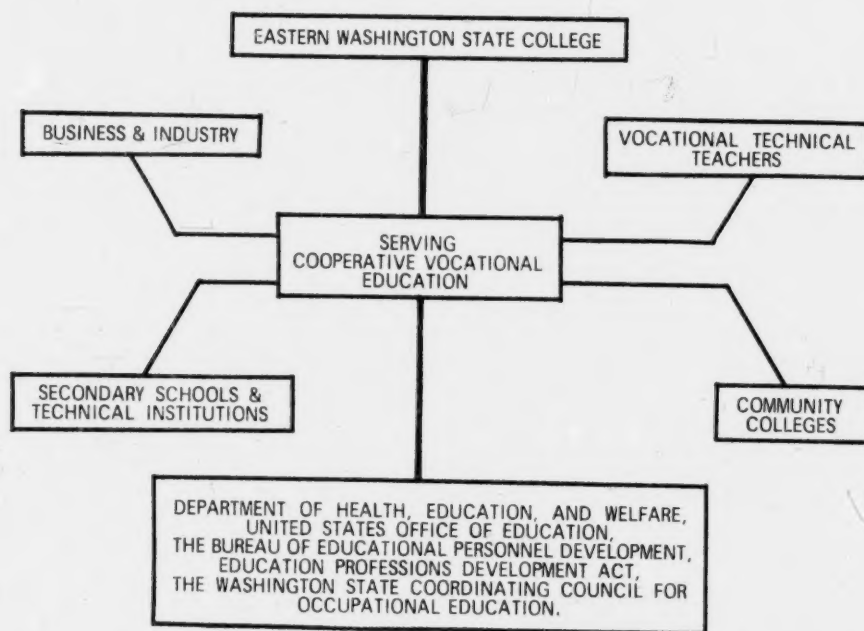


September, 1973

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The Professional Internship Exchange Program in Vocational Education



PREFACE

The Professional Internship Exchange Program in Vocational Education was a joint project by Eastern Washington State College; Washington State Coordinating Council for Occupational Education; Department of Health, Education and Welfare, United States Office of Education, Bureau of Educational Personnel Development; community colleges; school districts; business; industry and other agencies. It was designed to provide in-service vocational personnel development and to serve persons in cooperative vocational education including those persons with special needs.

Particular consideration is directed to Mr. Arthur Binnie, State Director for Occupational Education and Mr. Archie Breslin, Director of Professional Services in the State of Washington, for their leadership and inspiration. The various community colleges and school districts are to be congratulated for their efforts in fulfilling a vocational need. Business and industrial firms are to be commended for their excellent participation in the project. And a special thanks is directed to the various authors of materials used in the in-service teacher education phase of the project.

Bill D. Syhlman
Project Director

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THE PROFESSIONAL INTERNSHIP EXCHANGE PROGRAM IN COOPERATIVE VOCATIONAL EDUCATION

Introduction

The intent of this project was developed in order that vocational education might more effectively recruit and prepare educational personnel to meet the explicit needs of youth and adults for the world of work. Through the professional internship exchange program, teacher-coordinators and business/industrial representatives might better understand and appreciate the complex nature of work and education. Teacher-coordinators need to be kept abreast with job changes, task analysis and those areas of occupations which will provide employment for the future.

This project is a continuation of the 1971-72 Exchange Program consisting of ten different geographical locations in the State of Washington. Ten new centers were established under this project. The project was initiated during the summer of 1972.

Justification

Statement of Needs for Exchange Between Business/Industry and Vocational Education.

It is apparent that vocational teacher-coordinators of cooperative programs need to be up-dated in their understanding and appreciation of the changing job requirements in today's labor market. Through discussions with leaders in vocational education, vocational teachers, industrial leaders and business management, it was determined that the need for conducting exchange internship programs is essential. The feedback from the present ten centers is also evidence of this need. The participants have all exhibited extreme favor and enthusiasm for the program. Teachers are anxious to become involved in the project and business/industry is most willing to cooperate in fulfilling this need. The Washington State Coordinating Council for Occupational Education and Eastern Washington State College are much in favor of having teacher-coordinators involved in meeting professional development needs. It is also essential that we meet the needs of youth and adults (including those with special needs). Their need to become employable and to be economically independent is the responsibility of vocational education. The following major needs were met through this project:

1. All vocational teachers need to have actual experience in business/industry in order to make their particular discipline more relevant to students. The need for teacher-coordinators to understand the many ramifications of today's complex business and industrial world enabled

them to go back to their individual situations and produce creative programs in their schools.

2. Students' needs were more effectively met because the teacher-coordinator knew more precisely what cognitive, affective, and sensory objectives need to be accomplished.
3. Business and industry became more aware of vocational education needs by participation in the project and in return vocational education became more cognizant of business/industrial needs.
4. Vocational cooperative students, including students with special needs, benefited from this program by having a business or industrial leader in their instructional program. These leaders team-taught the cooperative related instruction with the teacher-coordinator. Vocational education needs to acquire greater assistance from business and industry. This program filled that much needed gap, and it also enhanced the opportunity for gainful employment for cooperative education students.
5. The need for greater participation between business/industry and teacher-training institutions resulted in a more effective teacher education in vocational education.
6. State Vocational Divisions need to become more involved with business, industry, and teacher-training institutions. This project created greater continuity in teacher-training and the accomplishment of vocational-teacher education objectives.

It was of particular significance that the needs of today's vocational teachers and pupils were met through complete involvement. Business, industry and vocational education cooperated together in making the project relevant and meaningful accomplishment. Greater participation between higher education, the State Vocational Coordinating Unit, community colleges, vocational-technical institutes, and local school districts was essential. This project is one that should be conducted on a continuing basis and it is anticipated that in the forthcoming years the total involvement concept between the various agencies, business and industry would be met. This concept has been most encouraging in phase one--1970; phase two of this project (1971) was a step in the right direction in meeting this urgent need in vocational education.

Performance Objectives for the Professional Internship Exchange Program.

In order to insure that the project meets the needs of cooperative vocational teacher-coordinators, cooperative education students, youth with special needs, business/industry, teacher education and the Washington State Coordinating Council for Occupational Education,

it was essential that objectives be formulated to carry out the purposes of the project. It was necessary that evaluation of objective accomplishments be conducted and that continued follow-up be carried on upon completion of phase one. The following performance objectives were the central focusing points of the project:

1. To provide 10 teacher-coordinators with professional experience in a related business or industrial firm pertaining to their vocational instructional area so that they will maintain an understanding and appreciation of the changing world of work. Through this experience they would return to their individual situations to provide leadership in creating innovative cooperative programs to meet the needs of all youth needing and wanting vocational education.
2. To ascertain 10 business/industrial exchange teachers who will provide related instruction to cooperative vocational students and to youths with special needs. These students would include minority and disadvantaged groups.
3. To obtain the services of business, industry, public and private organizations and other agencies in order that vocational education may be carried on in a more effective environment. Meeting the needs of vocational students through this process will improve the opportunity for gainful employment.
4. To establish greater participation and cooperation between teacher-education and the State Coordinating Council.
5. To provide a pre-session and post-session for both the participating teacher-coordinators and business/industrial exchange teaching representatives. To provide the opportunity for involvement between the participants in carrying out the project objectives so that the needs will be met and the professional improvement needs of teacher-coordinators be accomplished.
6. To provide 10 business and industrial firms with the opportunity to become more cognizant of their role in meeting the needs of today's youth in a complex socio-economic society, and to promote this concept on a continuing basis. Public agencies would also be included in this concept.

Intra and Inter-Institutional/Agency Cooperation and the Relationship to Other Federal Programs Including EPDA Specifically.

The participating institutions in this project are significant and relevant to the success of the objectives to be accomplished. Involvement on the parts of higher education, the State Council for Occupational Education, business/industry, community colleges, vocational institutions and school districts makes this program a total venture into the essentials of occupational achievement for vocational

students. Institutions involved in this project are as enumerated:

1. Eastern Washington State College: This institution has offered vocational education since 1966. Since it is a relatively new program to the field of vocational education, its philosophy is favorable towards new ventures in developing innovative programs. EWSC offers B.A., M.A., M.Ed., and M.S. degrees in various fields. The contribution it makes to the program includes certain clerical and secretarial services, equipment and duplication services and specific consulting aids which are offered on behalf of the State of Washington.
2. Business and Industry: These institutions would provide experience for teacher-coordinators which is invaluable. They also provide the following income to the program: 10 teacher-coordinators at \$3,250.00.
3. Community Colleges: These institutions provided facilities and equipment for program involvement.
4. Secondary School Districts: The secondary schools provided facilities and equipment which facilitated the goals of the project.
5. There were certain private agencies and organizations contributing to the project.
6. The Washington State Coordinating Council provided personnel in the accomplishment of the program objectives.

Formal Program

Project Design for Accomplishing Objectives

The accomplishment of project objectives in meeting the established needs were developed under the following plan:

1. Ten teacher-coordinators participated in the project along with 10 business and industrial firms. The selection of teacher-coordinators included personnel from the following areas: agriculture, office education, distributive education, trade and industrial education, home economics, diversified occupations, health education and public services. The project attempted to represent all vocational services plus other interested areas of instruction pertaining to vocational education.
2. Ten selected business and industrial firms participated in the exchange program and these firms were selected on a classification basis according to the various services including: manufacturing, agriculture, wholesale, retail,

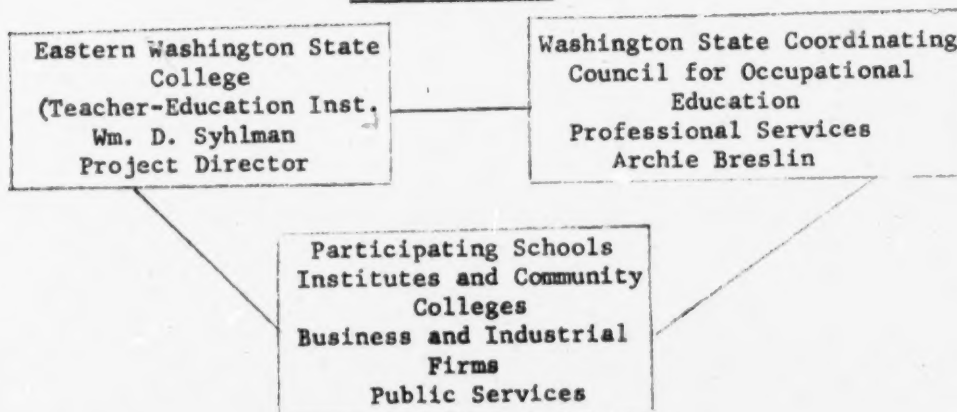
health, and governmental services. Placement of cooperative vocational students was in the past-mentioned business and service institutions.

3. The 10 firms provided one person in exchange for one cooperative teacher-coordinator. These persons team-taught the related classroom instruction. This class operated for 90 hours of instruction and was conducted on an individual flexible basis. These programs were established in either 'K-12 programs, vocational institutes, or community colleges. Representation from each was the goal.
4. The exchange teacher-coordinators participated for 90 hours in the sponsoring exchange business/industrial firm. They spent specific amounts of time in the firm on a flexible scheduled basis and were provided opportunities to become involved in various operations of the firm.
5. The cooperative instructional related class provided learning experiences which were designed to enhance gainful employment. Every effort was made to place these students in an occupation for which they have a career interest and one in which they may succeed at their own particular competency levels. This class was limited to not more than 25 students.
6. The teacher-training institution provided a one-week pre-session and a three-day evaluation post-session.
7. Participation between the teacher-training institution and the Washington State Coordinating Council, Professional Services Division provided for greater coordination.

The following model delineates a working and functional process in meeting the needs of the project:

PROFESSIONAL INTERNSHIP EXCHANGE PROGRAM

Project Design



It is essential that in the design, complete cooperation and involvement between Eastern Washington State College, the Washington State Coordinating Council, school districts, business, industry, public services and other agencies be encouraged.

The Pre-Session Workshop

This workshop was conducted by the project director. The major objective of the workshop was to establish the objectives of the 10 individual centers. Exchange teacher-coordinators and business/industrial representatives prepared a program of work for initiating the individual centers. There are three major phases to the program:

Phase One: The Pre-Session of Planning Institute

Phase Two: Implementation of Individual Centers

Phase Three: Program Review and Evaluation Follow-up

Micro-teaching devices were utilized throughout the Planning Institute and the following outline provided for the implementation of the pre-session:

Professional Internship Exchange Program in Cooperative Vocational Education

Phase One: Planning Institute

I. Introduction and Registration of Participants

II. Micro-Simulated Decision-Making Program

A. Utilization of Video Tape

B. Explanation of Problem Solving Process

C. Utilization of Telephone Communication System

III. Teaching People with Special Needs

A. Disadvantaged Students

1. Classification and identification

2. Behavioral patterns

3. Methods of teaching

4. Business/industrial involvement

IV. Micro-Simulate Problem Solving

A. Call in critical problems on communications system to individual groups

B. Video tape and results of decisions

C. Play-back and analyze

V. The Employment of Youth with Special Needs

A. Gaining support from business and industry

B. Working with labor unions

C. Working with other agencies, such as State Department of Employment Security, etc.

D. Group problem solving, video tape results and analyze

VI. Determining Related Course Content

A. What do we teach? What methods do we employ?

B. Micro-Simulated Decision-Making

VII. Coordination of Cooperative Work Training

A. Advisory Committees

B. Training Plans

C. Student Evaluation

D. Recruitment of Training Stations

E. Selection of Students

F. Micro-Simulated Decision-Making concerning pertinent problems, video tape and analyze decision results

VIII. Program Planning and Evaluation

A. Establishing center goals and objectives

B. Implementation of individual programs

C. Evaluation of Program results

1. Student placement

2. Meeting the needs of youth with special needs

3. Student retention rate

4. Cost effectiveness

5. Benefits to teacher-coordinators and business/ industrial leaders

Micro-Simulated Decision Making

The purpose of using this approach throughout the workshop was to insure involvement on the part of all participants in the decision making of program development. The definition of micro-simulated decision making is: taking a close look at the job that needs to be accomplished throughout the internship exchange program. It is a synthesis of all components and functions of the exchange program.

Utilization of telephones provided by Pacific Northwest Bell Telephone Company, Public Relations Division, was made in order to make problem-solving situations more relevant and realistic. They also created greater communications between participants and project director. It created situations whereby participants were able to listen and think about decisions.

Video-tape recordings of the decisions made enabled participants to self-appraise their work. It created an atmosphere by which all the possible alternatives to situations could be analyzed. A complete inspection of the job to be done was accomplished by the utilization of this equipment.

The basic process used through this method was as follows:

The project director broke the group up into groups of three to five members. Each group was provided a telephone and speaker so that all members could listen to the problem being called in by the project director. A typical problem requiring a decision would be as follows: "Good morning, this is Mr. Breslin, Director of Professional Services, Coordinating Council for Occupational Education. I would like to have you prepare a list of program goals and objectives that you anticipate carrying out through your EPDA program in the Internship Exchange Program. The U.S.O.E. would like to have this next week and I will appreciate your getting this to me in person so that we can discuss your decisions. Could we meet tomorrow at 8:30 A.M. to go over your plans? Please feel free to call me if you have any questions. Goodby."

Each group had a recorder each day to write down the situations and to write up a report of discussion proceedings. One or two members of the group were put in charge of conducting the appointment interview.

During the interview, the video-tape recorder was put into action and each interview was recorded.

Upon completion of the interview, the video-tape was played back immediately and decisions were fully discussed by the total group. Written reports were turned in by recorders.

A capsule of some of the decisions made by decision-making units:

How the teacher will be utilized in business/industry-

The criterion to be considered is--what the teacher should expect to gain from this program.

Look at the overall operation, from janitor to the chief executive.

Will act as a shadow; will not operate a machine or make a decision. Will ask, "How does the machine operate?" and "Why did you decide this way?" Do what the businessman wants in order to be as productive as possible and not disruptive.

Learn as much as possible with all aspects of the business.

A general outline of EPDA teaching methods, including objectives, and a general outline of course content and procedures:

To train students with special needs to make them more acceptable to society, and for employment by business and industry.

To assist the trained students in obtaining entry level employment.

To raise the self-esteem of the individual by training him to recognize, utilize, and develop his abilities and potential.

To develop and evaluate a continuing work history experience in order to improve the existing training program.

To recognize and adjust to the needs of business and industry for a better trained job applicant.

To encourage the potential chronically unemployed individual to be self-supporting and productive.

Identifying and classifying the disadvantaged for the purpose of this program:

The first, and possibly best, source and method of identifying the disadvantaged student is to review the guidelines which we have discussed with the counselling office of the college, and ask that they direct 10 or more students whom they feel are qualified, to the program. These could be either entering freshmen or returning students, who have indicated problems of a nature that represent special needs of various kinds.

Secondly, the same process could be used with the high school counsellors in the college district.

Thirdly, we can work with various local agencies such as the CAC and the welfare department.

It is important that the students not be aware of the fact that they have been classified as "disadvantaged". This problem has varied implications. Use of the CAC and welfare department as a source will make it quite difficult to avoid the realization.

Publicity about the program should be carefully planned and screened to avoid this problem, also. This can be done by emphasizing that it is a pilot program exploring a new type of relationship between industry and education, without any reference to the disadvantaged.

The composition of the group should have as wide a range of abilities as possible, running all the way from the high-risk student through and including some students who are not considered disadvantaged. In this manner we will avoid the problems of an identified "disadvantaged" program, and at the same time benefit from the fact that the better students will assist and encourage the ones with problems.

The characteristics of the students selected will vary from school to school, and it is not feasible to attempt to lay down anything more than broad guidelines for their selection.

Goals and objectives we wish to achieve:

Business or industry and education to try and find a better way to tell the story of work to students.

Prepare students for entry into a career ladder.

Explain the self-respect and fulfillment by achieving independence.

Open doors to employment.

Work on attitudes and motivation.

Discuss what jobs are available.

How to get a job.

How to hold a job.

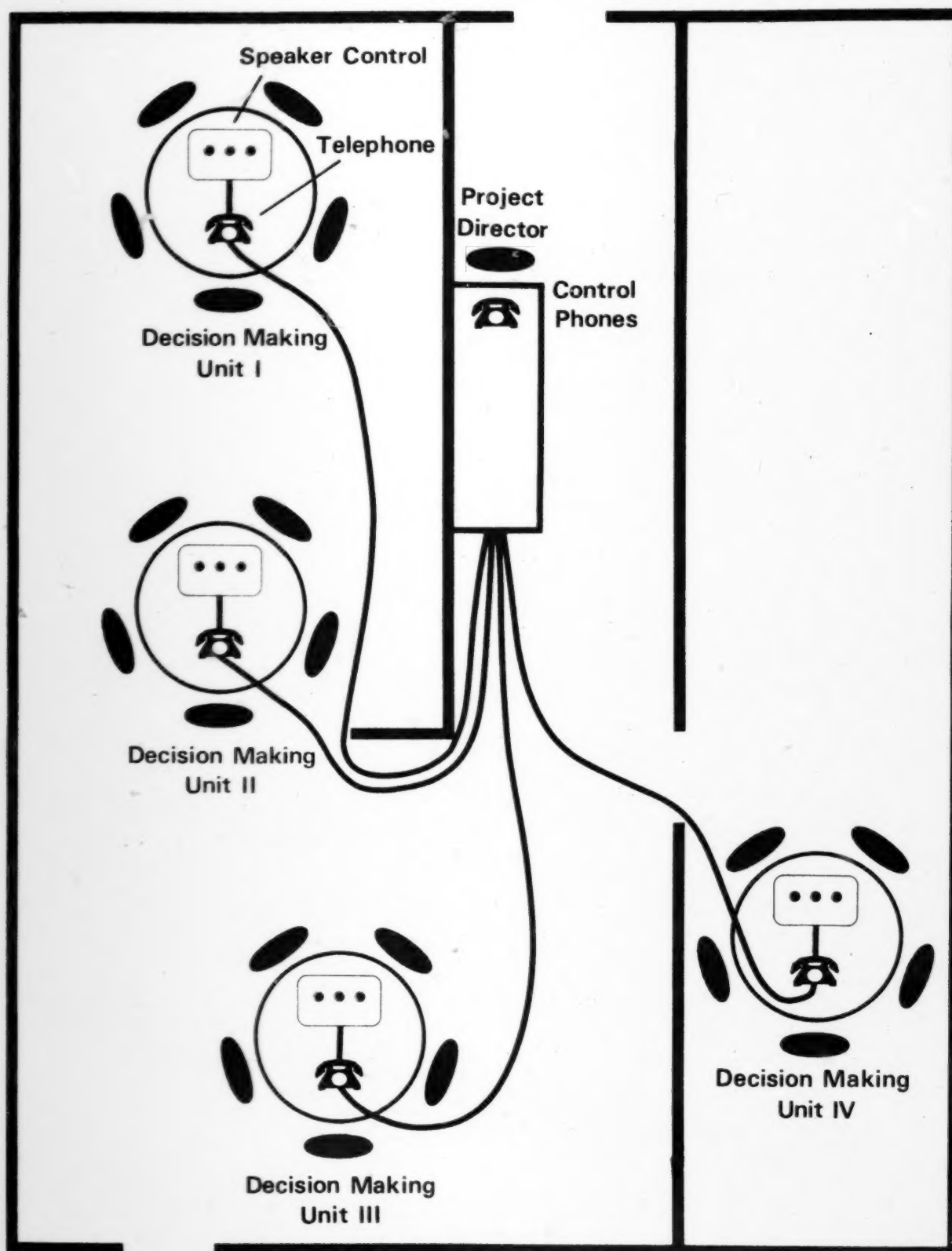
What education means in the world of work.

How does one advance in a career?

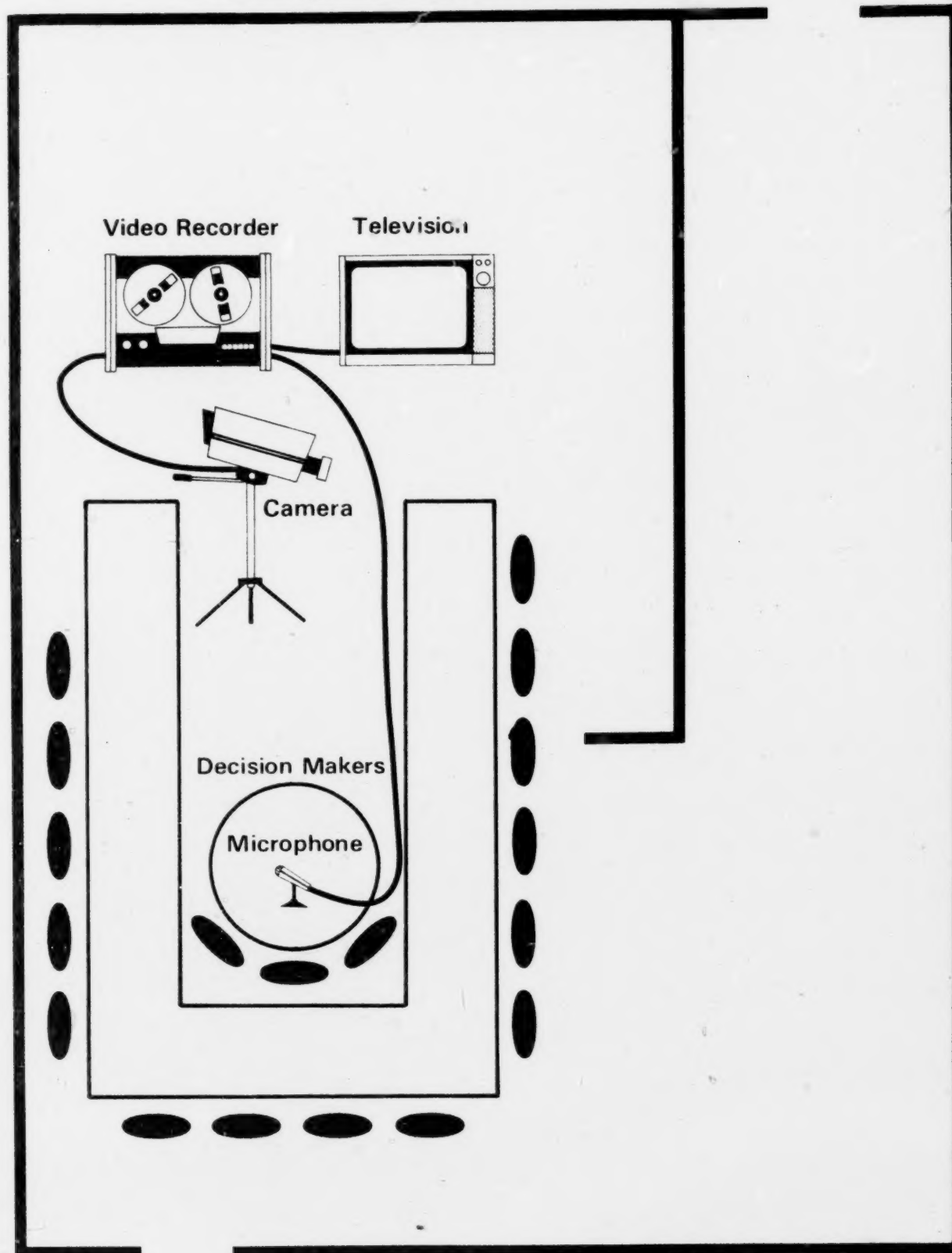
Motivation of students to become productive members of society.

Why should we have capitalism? Mass production? Mass development?
Mass consumption? Profit?

Model for Micro Simulated Decision Making



Decision Analysis Model for VTR



How does one raise his standard of living?

Work can be fun, perhaps should be fun.

What does man want out of work? (money, interesting activity, social position, recreation, belonging, self-realization)

What has the establishment to do with work?

How will you use the business representative in the exchange program?

He will act as a resource coordinator for the program. Because of his contacts with the business community, he can provide individuals rich in real world experiences. In this capacity he will do two basic tasks:

Contact the prospective resource person.

Apprise the resource person of what he is expected to do.

He will act as coordinator of the training stations.

He will act as a personal counselor to the students.

Co-instructor: With his experience in real world situations he will be valuable in several specific training areas:

Human relations

Personal development

Social and business graces

Motivation

Responsibility

He will act as liaison between the student and community leadership, i.e., Chamber of Commerce, Lions Club, Kiwanis.

Performance and appraisal evaluation.

Situation: Report of a disadvantaged student being underpaid by an employer when the student is performing a work function as part of his training.

Facts:

Violation of union contract as reported by telephone call.

Violation of Federal Wage and Hour Regulation.

Student placed in business as a result of an agreement between employer and coordinator.

No agreement was made between coordinator and employer as to rate of pay D.A. was to receive.

Employer sole determinant as to wages to be paid.

D.A. student not told what rate of pay to expect.

Possible fine assessed the employer as a result of the underpayment.

College not subject to penalty.

Recommendation: I suggest that the coordinator-instructor approach the employer with a concept of concern that the repercussions to the employer once the violation was detected by the authorities are serious and immediate adjustments be put into process.

The coordinator should attempt to remind the employer that we (the school) are concerned with the effects of such a penalty on him, his business, the student, and our school reputation.

Coordinator should suggest that to be fair to all three concerned: the employer, student, and school; the coordinator should take his D.A. student out of the employment situation so that the school is not contributing to the violation.

Further explanation to the employer is necessary showing him that we, as coordinator-instructors have an obligation to the student both in regards to educational values and moral values. We have a responsibility, as well as the employer, to treat the student fairly.

In the event the employer does not want to adjust the wage situation, it is the obligation of the coordinator to take this student out of the work situation and not allow the employer to participate.

Phase Two: Program Implementation

The project director visited each center at least once during the individual program operation. The purpose of the visitations was to correct or advise participants on problems that might arise. This also provided feedback for program review and evaluation.

Phase Three: Program Review and Evaluation

During the month of May the ten centers met to review and evaluate the individual and total program effectiveness. Evaluation criteria included:

1. Meeting needs of students
2. Job placement

3. Value to teacher-coordinator
4. Student turnover
5. Value to business/industrial leaders
6. Cost effectiveness

Summary of Formal Plan

This project provided an opportunity for vocational teacher-coordinators and representatives of business/industry and professional public services to exchange responsibilities for specified periods of time. Teachers were able to up-date their skills and knowledge by actual participation in the activities of the business or industrial world for which they prepare students. Representatives of business and industry became more aware of the needs and problems of the schools. Greater awareness of each other's situation provided for more relevant vocational education through this cooperative effort.

This project was conducted through Eastern Washington State College. The actual exchanges between business and the schools, however, were determined by the response from educators, response from business, industrial or public services, the economic, cultural, and ethnic make-up of the community.

Representatives from business/industrial, public services and the vocational teacher-coordinators team taught the related class, including youth with special needs. In the afternoons the exchange teacher and the vocational teacher-coordinator worked as a team in the represented business or industry. Such arrangements were of value to all participants in developing understanding and awareness of each other's goals and needs.

A five-day orientation period preceded the ninety-hour exchange, and a three-day summary and evaluation session followed. Both teachers and representatives of business and industry attended the pre and post-sessions.

The project involved ten vocational teacher-coordinators and ten business/industrial or public service representatives selected so as to provide across-the-board fields. Ten centers of approximately fifteen to twenty-five pupils were selected from as many schools.

Students in the classes were placed in a cooperative work experience situation.

The following are the specific steps and timetable in accomplishing objectives:

Prior to August 1, 1971 - Identification of ten two-person teams

During August 22-26 - A five-day orientation institute to:

Identify characteristics of students to be in the cooperative class

Identify specific appeals of these students

Identify material to be covered in related class

Identify activities to be carried out in class

Between September 1 and October 15:

Two meetings by each two-member team to polish lesson plans and activities

Each team develops enough training stations to assure placement of the cooperative students

Between October 15 and December 1:

Thirty hours of pre-employment instruction

Placement of students in training stations

Thirty hours in industry or business by vocational teacher-coordinator

Between December 1 and May 15:

Sixty hours of vocational instruction

Coordination of student job and class activities

Sixty hours of instruction by business/industrial representative

Between May 15 and June 30:

Three-day review and evaluation meeting of all participants

Teaching and Field or Industrial Experience

This project utilizes the concept of internship to the optimum. It attempts to include across the board vocational education and install the concept of total involvement in the accomplishment of program objectives.

Institutional and Systematic Change

The internship concept is being worked into the teacher-education program. Participants were granted graduate college credit for their involvement in the project. A more relevant teacher-education program is being established.

Participants

The selection of participants was accomplished by the utilization of a selection-advisory committee which consists of a five-member committee. Participants were certified teacher-coordinators and selected business/industrial representatives. The project director was the major staff participant.

Dissemination of Results

Dissemination consisted of:

Brochures

New reports

A final written report to: Washington State Coordinating
Council and ERIC

Budget

The budget was prepared on the basis of past experience with the 1970 project.

Evaluation

There was a follow-up evaluation for the two years in which this project has been carried on. Evaluation included the measurement of long-range effects of EPDA investment.

Summary

This project presents some unique innovations which are designed to get complete involvement among all parties concerned with vocational development of youth. Youth with special needs, business/industry, public services, teacher-education, teacher-coordinators and State Vocational Services are all included in the program planning and development.

The needs pertaining to several elements of vocational education were met through this project. The project was practical and realistic, and the objectives were attainable. This project requires a great deal of effort on the part of all parties involved and insures the attainment of meeting the many needs and functions of vocational education.

EPDA EVALUATION
1970-71

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Theodore E. Roberts

Business Representative's Name:

James Stacie

School or Community College:

Castle Rock High School

Business Firm:

Longview Fibre Co.

Address:

Castle Rock, Wash.

Address:

Longview, Wash.

Performance Objectives:

1. To provide more complete understanding by the Vocational Teacher of the many ramifications of today's complex business and industrial world.
2. To provide a more complete understanding by business and industry of the needs of education.
3. To provide the school with guidance in planning programs which are relevant to the demands of the world of work.
4. To provide employability skills and attitudes for students who would be either unemployable or periodically employable in only the most menial job.

Exchange Business Representative's Experience:

I was chosen to participate in this program due to previous work with high school students in academic career guidance. A significant experience from this exchange was in learning some of the problems of the educational system in handling of the non-academic and disadvantaged students. The rewarding part of this was gaining an insight into the students' thinking of how the business world is and their potential role in it. In particular it was rewarding to see the development of attitudinal changes in the students as the year progressed.

Exchange Teacher's Experience:

Since I have had a broad experience in industry, it was only necessary to update my knowledge of industrial-labor relations. This was accomplished through personal contact with representatives from management and labor.

The greatest benefit to the teacher, community, school, and the students was in an area not listed in the objectives. I was new to the

school and the community as a vocational coordinator and a cooperative vocational program was unheard of in the community. Through involvement in the program, I became acquainted with civic, business and industrial leaders of the community. The community was introduced to a much better method of "hands on" introduction of their sons and daughters to the world of work and the students became aware that there was a vocational coordinator in the school with a new approach to their career desires.

Student Characteristics:

Since this was to be a pilot program for a much expanded vocational educational philosophy to begin in the 1971-72 school year, students of all academic levels were accepted into the program. This would provide a source of more accurate planning data than if only disadvantaged students were accepted. The following is a matrix of the 19 students enrolled in the program:

- 5 students - economically disadvantaged and/or
- 5 students - scholastically disadvantaged
- 5 students - average (economically and scholastically)
- 4 students - honor students

Note:

None of the above students are members of a minority race since there are no students of the minority racially disadvantaged in the Castle Rock School District.

Instructional Characteristics:

The Advisory Committee, consisting of a newspaper editor and state representative, banker, Employment Security Department manager and two students, planned the curriculum to be followed during the in-class phase of the program. A unique aspect of the program was that the vocational coordinator did not teach any of the classes. Instead, resource people from the community came into the school to host discussions in areas of their expertise. For example, when the subject "Handling the Paycheck" was being considered by the class, the executive officer of the local bank came to the school. A total of 12 lay individuals plus the industrial representative acted as discussion leaders. Innovative learning experiences were used whenever possible. An example would be role playing in a mock interview held prior to the employment phase. A representative from industry came to the school and held job interviews with the students. The interviews were videotaped and played to the class. Individuals' weak areas and areas of strength were discussed. This type of innovative learning experience was used whenever possible. The curriculum was arranged sequentially to provide a step-by-step preparation for:

- 1) securing a job; 2) being successful on the job; 3) being a successful member of the community.

Learning activities during the on-the-job phase included a problem solving technique seminar hosted by the industrial sponsor and the vocational coordinator. In the seminar, problems encountered on the job were discussed. The way in which each individual handles the problem was analyzed and suggestions for improved approaches to problem solving techniques were considered.

Contributions Towards Future Development:

The EPDA program, used as a pilot program, was a success to the extent that it will be made a part of the regular curriculum as a Diversified Occupation course, funded by the school district and expanded to include approximately 30 students. Since substantial momentum has been gained with the joint activities in the EPDA program, it should be retained and used in future projects. One area of consideration could be a program designed to return the high school drop-out to the classroom and create a behavioral change within the potential drop-out which will motivate him toward high school graduation.

EPDA EVALUATION
1970-71

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Richard D. Parks

School or Community College:

Franklin Pierce High School

Address:

11002 Portland Ave., Tacoma, Wash.

Business Representative's Name:

Gerald C. Kingsbury

Business Firm:

Klauser Corp., Thriftco Stores

Address:

13819 Pacific Ave., Tacoma, Wash.

Performance Objectives:

1. Attitudinal change of the student to allow a more realistic long-term vocational choice during balance of the high school years.
2. Greater awareness of the occupational opportunities in various industries where these jobs are available.
3. Acquire work experience for short intervals to allow more realistic evaluation of interests towards a particular occupation.
4. Awareness of assistance, private or public, in training for and locating occupational opportunities.

Exchange Business Representative's Experience:

This program made me aware of the problems regarding student attitude towards the educational system and towards furthering their education to become self supporting, productive employees rather than relying on a social system to provide the necessities.

I found it beneficial to be able to work with the students on a personal basis in changing their attitudes and to show them the expectations of employers regarding employees' attitudes and skill training.

The program offers the opportunity for industry to become more involved in the educational process and to stress to the students the need for education for their future, whether executive or entry level positions.

Exchange Teacher's Experience:

Provided with the opportunity to work directly with students with special needs, I have acquired a vast amount of knowledge and understanding of this type of student. Because of time limitations in the normal classroom situation--caused by over-sized class loads--it is

difficult to really locate the problems that concern each student. The EPDA program has offered an opportunity to do a better job in this area. This may, however, have ramifications as to the feasibility of expansion of the program unless some method of maintaining a one-to-one relationship with the students is developed.

The effort and cooperation on the part of administrators and counseling staff in developing the EPDA program has given me greater insight into the problems that confront these people in the administration of such programs. A closer and better relationship between us exists because of this program.

In evaluating my exchange role with the participating industry in the program, I feel two points must be considered most important. First, a better understanding of the attitude of business towards the role of education in preparing people for work was gained. Second, I can better understand the need for vocational educators to renew their work experience to keep in step with changes within industry.

Student Characteristics:

In a discussion between EPDA members and counseling staff it was agreed that students selected for this program would have the following characteristics:

1. All students would be sophomores or juniors in high school.
2. Each student must have displayed discontent with present educational processes.
3. Each student must show indications of being either educationally or economically deprived, socially or ethnically disadvantaged, or intellectually handicapped.

It might be pointed out that the program included students from two minority groups; one Black and one American Indian. In nearly all of the cases the students showed similar educational backgrounds--good progress through elementary grades, a marked change in academic achievement and attitude at the junior high level, poor attendance, tardiness, and increased disciplinary problems at the high school level.

Instructional Characteristics:

Specific course content included teacher-student conferences to gain a better understanding of each student's individual problems and special attributes. Seminar discussions based on educational and occupational subjects were used to determine students' attitudes towards school and work. Film loops, film strips, and motion pictures, along with speakers and field trips, were used to expose students to occupational opportunities.

Each student was given the opportunity to investigate a specific occupation of his choice. The student was made aware of the vocational

training available to him within the secondary and post-secondary educational system.

Traditional classroom procedures were disbanded--no grades, no attendance requirements, students were allowed freedom of the classroom, and students were encouraged to express their displeasure with any present teaching methods utilized. Along with this the students were allowed to select the method of communicating class assignments because it was felt that some had been turned off because of their inadequacy to comply with oral or written requirements.

Contributions Towards Future Development:

This EPDA program established the foundation in both the participating industry and participating school district for continuing efforts on an expanded basis in following years. Over-expansion of the program by the involvement of a great number of students might tend to provide negative benefits because of the inability to maintain the near one-to-one relationship provided by the present program. Because of the EPDA members' agreement that such a program is most beneficial to students with special needs, an effort will be made to encourage increased local involvement of industry with education in a similar manner.

EPDA EVALUATION
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The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Thomas E. Schillar

Business Representative's Name:

Glenn H. Settle

School or Community College:

North Kitsap High School

Business Firm:

Settle Construction Co., Inc.

Address:

Poulsbo, Washington

Address:

P. O. Box 51, Poulsbo, Wash.

Performance Objectives:

1. To serve youth with special needs through the interaction of a vocational instructor and a business representative.
2. To expose the vocational instructor to the local business community.
3. To expose the business representative both to the needs of the vocational student and to the problems and challenges of the vocational educator.

Exchange Business Representative's Experience:

1. Classroom interaction, including personal interviews with students.
2. Outside class discussion and feedback with the vocational instructor.
3. Vocational exploration with students, both through giving in-class assignments and through taking students to various governmental and industrial firms.

Exchange Teacher's Experience:

1. Intensive programmed learning activities; i.e., lectures, discussions, buzz groups.
2. Incidental learning situations; i.e., informal counseling, discussion.
3. Counseling activities.
4. Interaction with business representative.
5. Interaction with local government and business community.
6. Interaction with other colleagues in the teaching profession.

Student Characteristics:

1. Poor past success in school.
2. Majority held back at least one grade in school.
3. Majority with serious reading problems.
4. Poorly socialized, not particularly popular.
5. Below average in overall physical appearance.
6. Low aspiration level.
7. Negative attitudes about entry level jobs.
8. Lack of direction.
9. Poor ability to follow through specific assignments.
10. Tendency to give up before a task is completed.
11. Limited vision of their relationship to the future.
12. Poor attitude about the necessity of working to support themselves.
13. Inaccurate self-image, often consisting of rationalization.

Instructional Characteristics:

1. Academic
 - a. Why Work series of motivational materials.
 - b. Job application forms.
 - c. Daily newspapers used to show available job opportunities.
 - d. Group discussions to accomplish behavioral objectives.
2. Socialization
 - a. Informal interaction with students.
 - b. Extracurricular activities interaction.
3. Vocational Exploration
 - a. Vocational awareness assignments.
 - b. On-the-job investigations.

Contributions Towards Future Development:

This program could be implemented effectively in the future given changes in the following areas:

1. Transportation of students.

Placing students on jobs was made difficult because of a lack of transportation. The distance from school to job in our locale is often thirty or forty miles, and none of the eleven students in our group had private transportation, as many of the mothers of the students work and, because of inadequate family funds, the students cannot get to jobs.

2. Employment opportunities in local area.

Presently a fifteen percent unemployment rate exists in the North Kitsap area, making the finding of gainful employment for vocational students a most difficult, perhaps an almost impossible task.

3. Size of vocational educator's teaching load.

Because of the educator's teaching load, it was difficult to organize effective experiences for these students. Perhaps a summer program could alleviate this difficulty.

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The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>Dennis Carlton</u>	<u>Scott R. Settle</u>
School or Community College:	Business Firm:
<u>Omak High School</u>	<u>Atlantic Richfield Company</u>
Address:	Address:
<u>Omak, Washington</u>	<u>Omak, Washington</u>

Performance Objectives:

At the beginning of the project we set down several objectives that we wanted the ten students selected to be introduced to such as:

To prepare ten students who were identified as being disadvantaged, for entry level employment.

To bring the business representative into a teaching situation and the teacher back into the world of business.

Exchange Business Representative's Experience:

The business representative was involved in a daily classroom instructional situation. The team teaching situation allowed him every opportunity to share his own personal experiences and knowledge with the students. The entire project was very informal and through this he became involved with the students and their ideas. From this contact with the teaching world he became aware of the problems and many of the faults of the educational system. Like, how can you help a 16 year old that has such a poor background that he can't read or write basic English?

Exchange Teacher's Experience:

In evaluating the teacher participation in the firm's operation, it was a successful exchange program. The teacher was given every opportunity to get right into the middle of the operation of the business. This allowed for the success. His duties involved driving truck, delivering gasoline, sales work, and becoming familiar with the sales reporting procedures of the company. This situation was particularly interesting in that the businessmen related many of the day to day routines to the school teaching situation.

Student Characteristics:

Our project at Omak consisted of ten students who we felt met the requirement of being disadvantaged. The composition of the group covered a wide range of abilities running all the way from the high risk student to the low risk student. Our class consisted of four females and six males and the majority were from broken homes and expressed the belief that their parents were providing no real push or encouragement for their future.

Sue:	high school drop out returning, dynamic personality
Lori:	Indian minority group, very shy
Loretta:	Indian minority group, very shy
Ken:	poor student, obtained selection into next year's D. E. program
Ken:	poor student, obtained good job at local Safeway
Mike:	welfare background, poor attendance at school, very slow learner
Debbie:	poor attitude about school, low income family background
Bill:	police record, hostile toward school environment
Vern:	very low level scholastic achievement level
Art:	Indian minority group, very shy and withdrawn

Instructional Characteristics:

1. Attention that led to friendships
2. Confidence in applying for a job
3. Letter writing skills
4. Overview of the free enterprise system
5. Telephone and other personal manners
6. Tips on personal appearance and grooming
7. A strong look at occupations that were within their reach

The benefits the students attained from this were many. And the mere fact that we gave these students special attention was the over-riding factor that benefitted the students.

Contributions Towards Future Development:

The contributions toward future development were a little difficult to visualize in the beginning of the project but became more obvious as we progressed. This project was meaningful to both participants and the students as well. The time factor was no doubt the largest problem in the entire project. Many hours are necessary for a project of this type that are not readily anticipated. A project of this type offers the individuals involved a challenge to succeed which overrides the fact that it is so time consuming.

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The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>Patricia Anderson</u>	<u>Richard Blewett</u>
School or Community College:	Business Firm:
<u>Glacier High School</u>	<u>United Air Lines</u>
Address:	Address:
<u>2111 S.W. 174th, Seattle, Wash.</u>	<u>2856 S.W. 170th, Seattle, Wash.</u>

Performance Objectives:

1. To select and train in office and clerical skills, 10 disadvantaged students from the population of the Office Occupations program with the combined teaching efforts of coordinator and business representative plus the use of other resource personnel. Also, to provide work experience using this training.
2. The business representative to experience classroom teaching, student counseling, and to learn the inner workings of the school setting.
3. The coordinator to study and evaluate a particular industry by visitations, interviews and participation; thereby learning the needs of that business and employee functions at entry, supervisory and executive levels.

Exchange Business Representative's Experience:

The Professional Internship Exchange Program has been an extremely interesting and fascinating experience for me. Prior to this endeavor, I had the mistaken impression that most all high schools were teaching obsolete material to the business and commerce students. However, this is not the case at Glacier High School. Mrs. Anderson, the other teachers I met, and the administration are fresh, up-to-date, and dedicated to producing confident and well prepared students. In addition to the classroom presentations I made, I was especially pleased to bring to the students a current and authentic voice of the business world. I felt that one of my major contributions was interviewing the girls on video tape.

Exchange Teacher's Experience:

To be welcomed on the inside of business to study their needs, and to realize that if confronted correctly with the special needs of some students that industry will help, is a complete revelation for me

as a teacher. My posture as an educator has been enhanced by this exchange association.

Vocational education need not take a second place to academia if business continues to add credence to vocational training. These students did, indeed, feel special as they were made aware of their innate value as individuals and their value as future employees. Observing another approach to teaching, by the business representative, had much value and being a student with your students bridges the gap considerably. It is my hope that this program can be expanded to include all business teachers on a continuing basis. Specifically important studies at UAL were employee evaluation and applicant testing. This knowledge will help in curriculum development. I was also able to take a week's course for the training of travel agents through this exchange. This knowledge I will use next year to innovate a simulated model office situation using the travel industry as a basis. To have your teachings reinforced by a successful, respected business representative cannot help but elevate your effectiveness.

Student Characteristics:

See attached Deficiency Chart.

Changes and/or outcomes:

Debbie: Attendance improved but now out of family home and slipping.

Sherry: Very successful in few job situations (Temp.). Promise of ~~BKKG~~ job.

Steve: Matured somewhat, success as teacher's aide.

Kathy: Developed self-confidence on job interview for KITES.

Judy: Success in office job, has been offered permanent position.

Patty: Success as library aide, good possibility for permanent office job.

Peggy: Some improvement in appearance, success as a library aide.

Donna: Much more confident, successful office assistant, possibility of a summer job.

Lulu: More outgoing, less nervous, will be a dance instructor.

Vicki: Transferred to DE class, and is doing well at a hospital kitchen helper job.

Six additional students from the District's drop out program received forty-five hours each of individual typing improvement and guidance from coordinator. The outcome was successful in that each

is back in the mainstream of school, four will graduate and two others plan to continue vocational training at Glacier High School.

Instructional Characteristics:

Use of resource personnel for Charm Course, job orientation, interview training, and micro-simulated TV interviews with follow-up self and other student analyses. Leadership and extra-curricular experience through FBLA organization in class. Industry provided attitudinal films and personal counseling sessions. Attendance improvement through responsibility training (calling in if ill, etc.). Core skill measurable improvement after intensive training: Typewriting speed increase, 12.8 words per minute; accuracy improved, 1 less error: Test, 5-minute timed writings with 1.34 sl. Business Communications improved by use of pre- and post-test approach using industry programs ("Effective Listening" and "Letter and Report Writing") and English Skill BLDRS (Mechanics, Spelling). Work Experience achieved through use of simulated model office in insurance (2 hours per day). Also, Work-experience days observing and working, later evaluating and discussing types of offices and work situations. Finally, part-time permanent work-stations and into the "World of Work."

Contributions Toward Future Development:

Business is dynamic and changing rapidly. If business educators do not keep abreast of those changes, they have no business teaching business!! This type of exchange can up-date educators technologically by actual practice and involvement in the kinds of industries their students are preparing for. The program should be for all vocational students' benefit, not just for the disadvantaged.

Our exchange will be an on-going relationship whether funds are available or not. Mr. Blewett will advise me and arrange for training of students to set up a simulation in the travel industry for next year.

The measure of success is also evident in the feeling on the part of students that business really cares and is interested in them. The students continually ask when Mr. Blewett will be around again. They have another friend. . . a business reference. . . another viewpoint. It is good. Vocational educators must have had business experience, but that experience should be refreshed frequently. Through an exchange such as this, this goal can be accomplished.

Student Deficiency Chart

<u>Student</u>	<u>Deficiency</u>									
	A	B	C	D	E	F	G	H	I*	J
1. Debbie	X		X	X	X	X	X	X	7	X
2. Sherry	X		X	X			X		22	X
3. Steve	X			X				X	21	X
4. Kathy			X		X			X	18	
5. Judy		X	X						16	
6. Patty	X			X		X	X	X	10	X
7. Peggy	X		X	X	X		X	X	14	X
8. Donna				X				X	12	X
9. Lulu	X		X	X	X	X		X	6	
10. Vicki							X	X	13	

Deficiency Codes

- A: Family problems--broken home
- B: Minority race
- C: Appearance problem (overweight, acne)
- D: Little or no religious affiliation
- E: Introverted, shy, quiet
- F: Poor academic record
- G: Poor attendance record
- H: Little desire for higher education
- *I: Wonderlic score
- J: Little or no work experience

*The Wonderlic is one of the best known short tests for industrial screening. It is an adaptation and abridgment of the Otis Self-Administering Tests of Mental Ability, Higher Form. The Wonderlic appears to have the highest validity in the selection of clerical workers. A score of 20 or above is considered acceptable as a good employment risk.

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The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Don C. Isenhardt

Business Representative's Name:

L. H. Craven

School or Community College:

Wenatchee Valley College

Business Firm:

J. C. Penney Company

Address:

Wenatchee, Wash.

Address:

Wenatchee, Wash.

Performance Objectives:

1. To reach and help a group of approximately 10 young people who were socially, economically, or psychologically disadvantaged. This was accomplished by the selection of 11 students who had histories that indicated that they were disadvantaged.
2. To improve the employability and the future potential of these students, by instruction aimed at changing their attitude toward business and society, assisting them in getting jobs, and encouraging them to get a useful education.
3. To bring businessmen onto the campus, and get them involved in assisting education.
4. To get the instructor involved in business--a re-education process for vocational instructors in business subjects.

Exchange Business Representative's Experience:

An enjoyable experience, even though a bit frustrating at the outset. I benefitted from the experience of personally getting involved with each of the students, and accepting the challenge of helping them develop a better attitude toward the world of work, and helping them become better citizens.

Gratifying to the point that in three or four students we felt we could see some measurable improvement in the motivation and skills. My involvement in the college makes me more aware of its value in terms of developing future business prospects.

Exchange Teacher's Experience:

Working in the J. C. Penney Company was an extremely valuable experience. My business experience was in a privately-owned furniture store. I had no experience in a chain operation, nor a department store, nor a business of this size.

I have been out of touch with actual management for five years, a long time in this fast changing field.

The unrestricted access to all phases of the operation that was provided to me gave me an opportunity to learn much about modern merchandising and management that will improve my instructional ability. I was given the basic training program which all new employees must take. This was a new experience to me, and will assist me in instruction on how to get a job, and on training programs.

Student Characteristics:

In general, all of the students displayed obvious social and economic problems; poor employment records; poor attitude toward society; shy; reserved and unaware of the motivation and skills needed to hold a job; history of low grade averages or complete drop-out in high school. Nine were whites, one was an Alaskan Eskimo, and one a Mexican-American:

- Steve: Age 21, married, high school graduate, farm laborer since high school. Obtained full-time employment at Cashmere Safeway, and dropped out of school.
- Rick: Age 23, single, Navy veteran, definitely lacked motivation and desire; poor attitude toward school and big business. Is still enrolled in college, in the Sociology department, and has now established a grade-point of almost 3.0.
- Charlie: Age 22, married, high school drop out; hates his family; he is employed full-time as a laborer. Never volunteered a comment, and was reluctant to participate in any class discussions. Is now much better toward employer, has continued in school, working toward a G.E.D. diploma.
- Cliff: Age 21, high school drop out; served time in correction institution. A sensitive young man; parents refused any love or understanding, so he is living with an aunt. We helped him obtain a job, which has given him confidence. He is making a good adjustment, and we are proud to have had a small part in his achievement. He now knows that someone has faith and confidence in him.
- Don: Age 18, high school graduate; very shy and reserved; good family background. He was hard to draw out and get to know, and seemed to have no motivation. He is still in school, but not reaching his potential.
- Chris: Age 19, a full-blooded native Eskimo; single, pregnant; had worked as a secretary of some sort at an Air Base. Shy, reserved, lonesome. She was referred to us by the Indian Service, and was being sponsored in school by

the Children's Home Society. Never really became involved, although we did help her get a small job as a secretary. After the baby was born, she dropped out of school.

- Pat: Age 23, 7th grade education; 2 years in the Army, with a hardship discharge; wants to improve, but just plain lacks the mentality to learn. He is still enrolled in school, utilizing his veteran's benefits, but not doing well. We have asked the counseling staff to help and guide him.
- Bob: Age 19, high school graduate; family in orchard business, where he has employment; poor attitude toward education. He is drawn within himself and borders on being an introvert. He does not like school, likes orchard work, and could develop the ability to handle people, as he matures.
- Ron: Age 23, father is a successful businessman in the community; 3 year veteran of Viet Nam. Employed full-time on railroad. He had a very poor attitude toward education, business, sarcastic with instructors and other students. Is still in school, and has been promoted on the job, and recently elected to a major office in the Management Club.
- Gordon: Age 19, high school graduate; enrolled in Mid-Management program to obtain employment. His interests seemed to be in Auto mechanics, not in the academic world. Our only help to Gordon was to improve his ability to get along with people. He is currently working full-time as a mechanic, but is enrolled in one night class at the college.
- Carlos: Age 19, high school graduate; enrolled in Mid-Management for help in getting a job in business. He is from a family of farm laborers; wants to improve but lacks the motivation to "do it better." He obtained a job, but continued absenteeism lost it for him. He is still in school, in Mid-Management but has not been able to find employment.

Instructional Characteristics:

Our efforts in this area were directed toward the following objectives:

1. To improve their employability
2. To improve their attitude toward business and society
3. To teach them personality skills that would help them get and keep a job.

4. To inspire them to continue their education.
5. Three small books were used as texts:
 - a. How to Win Friends and Influence People, by Dale Carnegie
 - b. Your Attitude is Showing, by Chapman (SRA)
 - c. The Management of Human Relations, by Gellerman

Contribution Toward Future Development:

Although we do not feel that there is the need, in our area, nor the awareness of the problem, that exists in other parts of the state, we feel that there is a place for both phases of this type of program, aid to the disadvantaged and increased involvement between business and education.

As far as the disadvantaged student is concerned, probably this type of program should be centered more at the level of the high school, because the problem starts there. The people are there and don't have to be recruited, as they do on the college level, and the level of their educational needs is more nearly high school.

If the program is to function at the college level, it should carry provisions for tuition grants that would help the students start, and keep them in school.

It would appear that business and industry is interested, willing, and able to carry its share of the cost of the program, as regards providing the business experience for the educator, classroom and advisory assistance to the students and employment opportunities. The college could provide the instructional facilities and the staff, from the generated FTE's, if tuition could be provided.

With proper preparation of both the businessman and the instructor and sufficient time (longer than one quarter, or the 90 hours allocated this time) the overall results should be very productive.

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The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Dennis W. Bilow

School or Community College:

Port Angeles High School

Address:

304 East Park, Port Angeles, Wash.

Business Representative's Name:

Darrel M. Vincent

Business Firm:

United Olympic Realty

Address:

707 East Front, Port Angeles, Wash.

Performance Objectives:

1. To bring together eight disadvantaged youths for instruction on the world of work.
2. To introduce the students to the attitudes necessary for work, personal grooming, how to apply and hold a job, human relations on the job, economics of employment, personal budgeting and family and community relations.
3. To bring the business representative into the school.
4. To bring the teacher back into the business.

Exchange Business Representative's Experience:

As a businessman and having never before been involved in any form of instruction, I was amazed and horrified at the job and work that each teacher has to carry. When I was first approached by Mr. Bilow and he explained what was expected of me, I felt that it would be very simple to work with people in a field that I know so well, especially under-privileged children. Under-privileged to me always meant mentally inept. To my horror, I found out that these kids were brilliant. I don't mean in the three R's, but in grasping and retaining actual happenings that affected them directly. I only pray that these kids learned half as much from me as I learned from them. Of the eight that we worked with, my opinion is that if we helped one, and I am sure that we did, I have accomplished more in the 90 hours than I did in my whole life. I am convinced that if the business people of the community could have experienced what I did, they would try to have this project worked out on a larger scale. Not only to help the student, but the community as well. We found that by this extra effort and guidance, the students were finding not only pride in themselves, their work, and their appearance, but self-confidence as well.

Was this a successful project? I can only answer for myself. I would be very proud to have any or all of these kids working for my firm at this time, whereas if they had come to me before I worked with them, they wouldn't have gotten by the front office. Now they know how to make an appearance and hold their heads high while doing it. In short, I feel we have taken potential welfare cases, as most of the parents are, and made them an asset to the community.

The following is one of the direct contributions that I made to this group. Some of the students changed in a very outward fashion. The most amazing feat that took place in this group involved Craig. Craig was a boy who could not communicate with people and also stuttered. He wasn't ignorant, he just couldn't talk. Every opportunity we got, we would direct a statement to him, calling for an answer. At first we could only get a nod or shrug from him. Today this same boy is announcing the school news on our local radio station. We do not claim all of the credit for this, but I am convinced that we were most definitely a motivating factor.

Exchange Teacher's Experience:

Being able to participate once again in the world of business, I was shocked into once again being part of society where nothing is given to you unless you work for it. Teaching is a position where you instruct and each month you collect your paycheck and no one is there to ask "did you earn it?" Being able to watch Darrel as he approached a customer, sell himself to that customer and ultimately sell the product to the customer, really opened my eyes once again to the fact that if you want to survive, you have to earn it. If the energies which the business man expends each day were to be exerted in the classrooms, we would never have to worry about our youth of tomorrow.

One person who was really motivated, was a man named Bill. Bill was an unemployed mill worker, uneducated except for hard work, and who didn't fit the typical mold of a real estate agent in any respect. His chance of failure was 90% as stated by the broker, but through hard work and a desire to succeed, this man is now one of the top agents in the office. By this example and by just being around the office, I studied for and took the State Realtor's Examination. I took it not because I was forced to or that I felt an obligation to do so, but because I really wanted to. I feel that this experience helped me not only in school, but also in my personal life, and I hope that it will be continued in the future.

Student Characteristics:

Students in the program came primarily from broken homes. They lived with either one parent or the other. Their home life was nil as the parent usually held a nominal type of job with low wages or was on welfare. Two of the students lived with an atmosphere where one or both parents were alcoholics. These students were extremely difficult to work with as they had neither parental guidance or a goal in life for which to strive. Attitudes towards school, work and life were poor.

- Craig: Had stuttering problem and is now doing school news on the radio.
- Steve: Lived with relatives, had bad attitude, and is now interested in management at Albertson's.
- Jim: Both parents are alcoholics, is now working at a mortuary.
- Jerry: Father is a disabled alcoholic, mother works full-time, Jerry is now working for Forest Service.
- Betty: Parents divorced, she is very nervous. Now working as a waitress.
- Lynn: Forced out of program due to family problems.
- Kathy: Welfare family when father died, now wants to attend beauty school.
- Debby: Quit school because of family problems.

Instructional Characteristics:

This was an unstructured time where interaction between instructor and students was conducted. Scheduled topics on certain areas were presented where students could agree or disagree, but which brought out interaction within the group. Seminars were presented to give us a chance to work with the students on a one-to-one or a small group (2-3) basis. Additional speakers were brought in for reinforcing the lecture in the areas of grooming, attitudes and the field of work.

Contributions Toward Future Development:

This program must be further developed. Granted it is time consuming and expensive, but just the accomplishments that we feel we achieved was worth 10 times the cost. In working together, we have taught each other the problems which teachers face and also the problems faced in the ever changing world of the businessman. In our conversations with other businessmen, they along with us, are convinced that the whole community has benefitted from this project.

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The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>Wilfred J. Morrish</u>	<u>K. Dale Bruseau</u>
School or Community College:	Business Firm:
<u>Peninsula Community College</u>	<u>ITT Rayonier Incorporated</u>
Address:	Address:
<u>Port Angeles, Wash.</u>	<u>Port Angeles, Wash.</u>

Performance Objectives:

1. To train ten students with special needs to make them more acceptable to society for employment by business and industry.
2. To assist the trained students in obtaining employment.
3. To develop and evaluate a continuing work history experience in order to improve present training programs.
4. To initiate true cooperation between the business community and the educational system.

Exchange Business Representative's Experience:

1. No previous classroom experience before starting this program.
2. No communication between our industry and the college previous to the inception of the EPDA program.
3. Many close associations now formed as a result of this program. Students from other classes in the college now using plant staff to assist in a number of special projects.
4. A continuing close association is planned with a number of exchange speakers.

Exchange Teacher's Experience:

1. Provided a greater awareness of the changing needs of industry.
2. Learned how mill management and employees function within the framework of a union contract.
3. Illuminated the many possible areas of cooperation between industry and the Community College.

4. Reinforces classroom discussion by practical contact with the work force.

Student Characteristics:

1. Under achievers
2. Poor readers
3. Poor work history
4. Poor listeners. . .resulting in problems following instructions
5. A pronounced inability to communicate

With the help of the Peninsula College counselors ten students with special needs were selected for our class. The class consisted of three females and seven males. Four of these students were being funded by the W.I.N. public assistance program. All their records indicated that they were under-achievers. Our classroom contact soon indicated that they had a number of common liabilities. . .poor reading skill, an inability to communicate, to listen, or to follow instructions properly. All of this contributed to very poor work histories.

One student has now been counseled out of the class. The remainder are continuing in college with two men now working on a part-time basis. One other man is immediately employable, and a maximum effort will be made to assist him in finding full-time employment at the end of the quarter. The others, although still actively participating in the program, are as yet only very marginal prospects for employment.

Instructional Characteristics:

1. Seminar basis
2. Detailed discussions on job finding techniques, work applications, and the importance of the initial interview.
3. Utilization of inquiry and project method to increase listening and communication skills.
4. Heavy accent on the needs of industry and the job responsibility of the individual. . .such as reporting promptly, following instructions exactly, and working safely.
5. Close personal involvement on an individual basis. . .classroom work and counseling.
6. To provide an awareness of the rewards available for adequate work habits and responsible performance on the job.

Contributions Toward Future Development:

1. We anticipate a continuing close connection between the industry and college involved in this project.

2. There will be closer connections between the industry and the lower school levels.
3. A greater interest and awareness by industry in the materials covered in the classrooms at all levels.
4. An ongoing and expanding cooperative effort to assist students with special needs.

EPDA EVALUATION
1970-71

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Gerald W. Jones

Business Representative's Name:

William E. Shelby

School or Community College:

Spokane Community College

Business Firm:

U.R.M. Wholesale Grocery

Address:

3403 East Mission, Spokane, Wash.

Address:

North 7511 Freya, Spokane, Wash.

Performance Objectives:

1. To combine the talents of the related industry and education to provide a learning environment for students with special needs.
2. To effectively use attitude setting material to raise the self-esteem of all students.
3. To plan for and encourage open participation and involvement by students.
4. To use lesson plans and materials whereby the student may gain a real sense of accomplishment with a "hands on" approach.
5. To train the student so that he is prepared with entry level skills that are needed and accepted as valid by business and industry.
6. To provide work stations and job opportunities and evaluate the students to determine which ones are capable of handling a job.
7. To follow-up students after classes end, on the jobs to:
 - a. evaluate effectiveness of the training program
 - b. communicate to the student the real concern held by the instructor for the future success and job happiness

Exchange Business Representative's Experience:

Checker and Sales Training--My experience comprised auditing classes at the onset; developing and implementing class tours of U.R.M. Grocery Distribution Center and retail grocery stores; assisting in class presentations when needed and requested; provided guest business speakers when needed and requested. It was a surprise to see the depth and extent which the trainers worked with the trainees, i.e., in personal health hygiene, "a daily bath is a necessity, as is use of a body deodorant." The close empathy held by the teachers with the students allowed them to communicate on many "personal" subjects which

would otherwise seem to be unreachable topics. Class participation and response were excellent! No one held back in a class of 27 girls; the atmosphere was such that they wanted to be heard! The boys with special needs (low I.Q.) were placed so that they were part of a regular class, treated the same. They were not reprimanded for poor response on written tests. They were openly encouraged on the "hands on" training activities at which they excelled.

Exchange Teacher's Experience:

In the evaluation of the teacher's experience there is a need to break this down into two sections. One section is his experience with the type of students involved in this EPDA Program; the other, his experience in both the coordination with industry and exposure to industry.

In the field of education and especially in the area of Adult Distributive Education, the contact with the students with the characteristics of the special needs is infrequent. Being involved in this program and with the category of students required, the need for both awareness and involvement was demonstrated to the instructor. When we have the personal opportunity to receive an education and be involved with those that have similar circumstances, we sometimes are completely unaware of some of our society's externalities. With these students it was necessary to show them that someone really does care--that someone is willing to consider them and their "handicaps." I found a real need to develop a frame of reference with the special needs people. In so doing I began to identify with them and get involved.

The function of coordinating with the business and industry representative was revealing. I would have to say that there was almost absolute cooperation. When called upon to perform in segments of our program that were not pre-planned, industry was readily available. Providing the exposure to the instructor so he could identify his classroom activities with practical applications was executed. The exposure created a learning environment both for the instructor and for the student that was realistic. A future span between business and education has been cemented by this EPDA program.

Student Characteristics:

Checker Training--Collectively, the several classes worked with required a great deal of personal attention. Of these, 98 percent were female; 20 percent divorced; all unemployed; no attendance problems; unskilled in field; 10th grade educational background; 60 percent of the group capable of being trained to point of developing a marketable skill. Eager for approval; rejected by society in many cases; highly motivated personally to obtain employment. On class entry many possessed deep seated fears in apparent negative attitudes. Examples listed below:

Young men, 25 years old, two terms in Monroe, fathered child out of wedlock, feared society, defensive, negative attitude, motivated

towards going right. Through class participation has overcome most of these obstacles and has gone to further education in a Mid-Management program.

Woman, 50 years old, two nervous breakdowns; possessed an overwhelming fear of failure; strong attitude of "I can't, I can't." Excellent family background economically and socially accepted. Through training has developed realization that she has abilities for accomplishment. Self-esteem and attitudes measurably improved.

Box Boys--Collectively, I.Q. range 75-80; an inability to think, communicate, or perform educational skills common to their chronological age; high school juniors; wide variation of attitudes towards work among the boys; definite lack of work experience; no past record of delinquent problems; all were from established homes having both parents; unable to comprehend and perform written exams; hesitant to respond to oral questions; Good attendance, friendly and receptive; showed a need for reassurance and repetition in the learning situation.

Instructional Characteristics:

Both programs contained these characteristics: first considered were the individual needs of the students; a carefully planned outline for training was utilized; effective use of films, hand out materials, and class projects were noticed. A "hands on" approach was used wherever possible, to get maximum involvement. An in-depth empathy teacher-student relationship which promoted open communication was present. A real warm, friendly approach was used. Correlation of classroom activities to real world activities through effective examples, visiting business people and business tours. Classroom environment was excellent in that it contained real equipment for simulation work. Positive attitude setting materials were used throughout the entire program. Finally, provisions were made for actual industry training stations and on the job placements for the students after the training was completed.

Contributions Toward Future Development:

The combination of education and business in these programs was very effective and resulted in positive benefits for the students. The basic frameworks of the course contents were already established, however, the additions to these are worth mentioning. Business representation can help to keep the goals and objectives for the training to fill a real need in the business world, and not just an educational goal. The joint efforts can continue to help the business community be aware of the effectiveness of vocational instruction available in the community colleges.

The closeness of the teacher-business representative-student should be copied where possible so as to get maximum effectiveness in a short period of time. The in-class representation of business in class lectures, participation, and business tours should be continued. The in-business activities of the educator can certainly help in keeping the classes on target. Business involvement in the educational role has created a

cohesion between the two. More programs at other levels of instruction are needed. Develop an awareness of those with special needs by creating a program for the education of society as to the problems. Relax some of the more rigid laws and regulations to allow more students to participate in industry activities.

EPDA EVALUATION
1970-71

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Joseph F. Frostad

Business Representative's Name:

Clarence E. Baker

School or Community College:

Walla Walla Community College

Business Firm:

Birdseye Division of General Foods

Address:

1454 Grant, Walla Walla, Wash.

Address:

P. O. Box 1398, Walla Walla, Wash.

Performance Objectives:

1. To help individuals with special needs to compete successfully in the labor market by: helping the individual understand the business system, his attitude towards work and the system, his available skills or lack of them, his attitude towards himself, family and fellowman, and his need if any, for additional education or training. This is to be accomplished by acquainting him with the vast variety of work situations and types of jobs.

Results: 6 participants in gainful employment
 2 participants enrolled in community college
 1 participant in a training program
 2 participants plan to complete the G.E.D. program
 3 participants plan to enroll in vocational training

Exchange Business Representative's Experience:

Although more limited than desired, it was interesting and revealing. Participation by business in the educational system should be increased for its own understanding of the system of education and its problems. Business representatives have serious time conflicts, therefore, scheduling is important. It should not be tight, that is, very frequent during normal work hours, and where possible, flexible. The business representative should be as deeply involved as possible with the students and the planning. My participation was too limited due to unforeseen business problems. This resulted in my becoming mostly a resource as opposed to a full participant. This program for various reasons operated under serious time pressure; probably the most important reason was the time it took to locate and select the students. One constant feeling was that the program was somewhat out of place at the community college level. This was reinforced as the program developed.

Exchange Teacher's Experience:

The involvement in industry highlighted the problems of management today, the attitudes of workers, and how much decision making is required in the everyday operation. Also valuable was the recognition of scientific and unscientific, and theory X and theory Y management in a direct coexistence.

Specific experiences and knowledge gained that can be used in the classroom would be too numerous to list here. Courses that will benefit by this instructor's experience will be Introduction to Business, Personnel Management, Accounting, and Principles of Management.

The major benefit of the exchange, however, is the recognition of how much theory in the classroom must be tempered with practicality. Students must be taught that no matter how defensible you make theory, practice may dictate otherwise.

This exchange should be a continuous program as business and industry, instruction, and the students will all benefit.

Student Characteristics:

Ages: 20-41

Races: 8 Caucasians
4 Mexican-Americans
1 Negro

Disadvantages: 5 racially
5 physically
1 elephantiasis
3 industrial injury
1 drugs
2 mentally
13 economically

All students had had little or no success in the labor market.

Knowledge gained from working with the participants:

1. The social shyness of the Mexican-American outside his peer group, and the fact that many of the Mexican-American youth drop out of school to help support their large families.
2. The problem of getting certain welfare recipients reclassified so that they can be placed in funded training programs. This is especially apparent in reclassification of the mentally handicapped.
3. The disadvantaged's acceptance of temporary employment and their lack of concern about security and suitable work, that is, work that recognized their abilities and characteristics.

This poses a problem in keeping disadvantaged persons in a program until its conclusion. Immediate opportunities take precedence over long range benefits as far as they are concerned.

4. The inability of the physically handicapped to recognize his handicap in vocational planning.

Instructional Characteristics:

Knowing that we would experience many individual problems, we decided to divide our 90 hours into thirds. One-third we used for counseling; one-third for instruction which included discussions, communication, guest speakers, testimonials, and field trips; and one-third for work placement, vocational planning, and work coordination.

After the program commenced, however, we found it necessary to spend more time working on a one-to-one basis. Approximately one-half of the time was devoted to individual counseling and vocational planning. Because of this individual concern, five of the participants have either enrolled in or indicated that they will enroll in some educational program (two to finish the high school equivalency program).

Testimonials were used for success identification, not vocational identification. During the testimonials the way to success and what an employer looks for from an employee was stressed. One of the testimonials was a successful Mexican-American's. Vocational identification and exploration was done on an individual basis.

Contributions Towards Future Development:

We view this in two ranges--short and long. From a short range view, the community college should have a program (as well as regular programs) to help the potential or actual dropout at the high school level. Long range, this program is best suited for the high school level as a method or device to keep the students in the system. They need to prepare themselves for the "world of work" and to utilize their abilities. Starting the program early in the high school provides the time to affect a change in attitudes not possible at the community college level. It provides automatic follow-up and feedback, because the students remain, for the most part, available.

The need for very low student-teacher ratios is vital to success. The word "teacher" includes both the academic representative as well as business representative. Assuming there is a class of 100, there would be a need for at least 10 business representatives and more than one educational representative. "Teacher" knowledge of the individual student is vital to success.

It is believed that industry and business will actively support and participate in such exchange programs without concern for remuneration or other compensation; that is, if they fully understand the needs and goals of such programs.

In retrospect, selection of the test group should have come from within the community college rather than from without. Even though there was apparent success in meeting the program's objectives, working from within the institution would provide an opportunity for greater benefit by providing data to the participants' other instructors. If this data is utilized by other instructors, it should increase the student's chances of success. It would also provide feedback to the program's local "directors" of the effectiveness of the program and data for modification thereof.

Involvement of teachers in industry should be continued and expanded so that their teaching better reflects the real world as well as to show with real situations the relationship of theory and practice. This gives teachers more authority and believability.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

John M. Mark

Business Representative's Name:

Les Altman

Position:

Co-op Ed. Coordinator

Position:

Circulation Manager

School or Community College:

Evergreen High School

Business Firm:

White Center Publishing Co.

Address:

21011-4th Pl. S., Seattle, Wash.

Address:

11005-12th SW, Seattle, Wash.

Performance Objectives:

1. To accept students from the Drug Program who volunteer to become a part of the EPDA so that they may acquire the basic attitudes, responsibility, habits, etc. necessary to get and hold a job.
2. The business representative to learn the operation of a classroom.
3. The coordinator to become a part of a business and reach a wider portion of the community.

Exchange Business Representative's Experience:

I must admit that my attitude toward teachers and the teaching profession prior to my involvement with the EPDA program was one of indifference. Although I have worked with children in groups before, I did not realize the great amount of preparation and teaching skill a teacher must have to get across the message. For me it has been a unique and sometimes disappointing experience. However, I am encouraged by even the small amount of success we have had with our kids. I have decided to continue working with Mr. Mark to help improve and expand the program in our community for next year. I do not envy today's teacher but I certainly have more respect.

Exchange Teacher's Experience:

As one drives by the building that has a sign reading "White Center Publishing Company," a person would get the impression that nothing much is involved. Nothing could be further from the truth. They also own and operate the Federal Way News and Des Moines News and Address-O-Mail, Incorporated. They are affiliated with the Highline Times and Rotary Offset Publishing Company. It was indeed a pleasure to be welcomed into the organization and many thanks to Editor Jim Lang.

I also became involved with the local Chamber of Commerce which gave me an opportunity to learn and observe the problems of the community. This information will enable the students to gain an insight as far as their involvement is concerned. While objective number one was not entirely obtainable, number two and three surpassed all our expectations.

Student Characteristics:

There was a wide range of student characteristics which we came in contact with throughout this project. The following matrix provides information relating to our students:

Name	Grade	Introvert Shy Quiet	Poor Scholar	Poor Attendance	Little or no work exp.	Follower
Bob	11	X	X		X	X
Dan	11					X
Mike	12	X	X	X	X	X
Robertta	11	X	X	X	X	X
Debbie	11	X	X	X	X	X
Clyde	11	X	X	X		X
Dave	12	X				
Larry	12	X				
Ron	10		X			
Linda	12			X	X	
Ron	10	X				
Linda	12		X			
Dave	12	X				X
Karen	12		X		X	
Dave	12	X	X	X	X	X
Joe	12	X				X
Janet	12					
Jim	11		X			

Instructional Characteristics:

For the students in the Drug Prevention Program our first priority was to establish rapport. This was a problem to overcome because of peer influences. These students were in a special class at school, and even though they had volunteered for the drug prevention program, they were still very conscious of the fact that they were in a different group.

Before the students became a part of the class we conducted individual parent, student, teacher, and business representative conferences at which we attempted to explain the program. The parents in particular were very enthusiastic about the program. We then had several individual student conferences.

Our next step was career selection. The students selected three possible career choices. They then gathered information about their selection from the Occupational Handbook, pamphlets, and other materials. Whenever possible they wrote for additional information. From this information, they tried to connect school subjects they had taken or would have to take in order to prepare for their career. If a particular vocation would involve taking courses they did not like, chances are good that they should take a look at another choice.

In the matter of learning to assume responsibility, gaining knowledge and attitudes necessary for successful job performance, acquire good work habits, getting along with fellow workers and employers and matters such as these in the world of work, there is nothing that you can really use, as these things, to a large extent, probably come from the student's total environment. We attempted to teach them by examples, role playing and general discussions during group and individual conferences.

With the second group of students we also spent considerable time in career selection, information about area vocational schools and field trips to vocational schools. A unit on payroll to show how deductions for income tax and social security are determined, income tax preparation, insurance of all kinds, banks and bank services, installment buying, contracts and consumer protection laws and services available through the offices of the State Attorney General.

We have used the vocational register concept to acquaint the students with firsthand knowledge of an occupation.

Contributions Towards Future Development:

It certainly would appear that as a result of the relationship established this year we have a better understanding of each other's problems. We plan to continue our contacts in the future. Each of us, including the students, have a better idea how each may operate for the betterment of the community and vocational education.

Our efforts to help the students on drugs was not a gratifying experience; more assistance from counselling and psychologist is needed in order to reach these students.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>William H. Denman</u>	<u>Pat Shafer (Rick Overbeck, Alternate)</u>
Position:	Position:
<u>Diversified Occupations Coordinator</u>	<u>Personnel Rep. (Employment Manager)</u>
School or Community College:	Business Firm:
<u>Castle Rock High School</u>	<u>Weyerhaeuser Company</u>
Address:	Address:
<u>Castle Rock, Washington</u>	<u>Longview, Washington</u>

Performance Objectives:

Provide the students with the information and experience to:

1. Select a career or career area
2. Compete for employment
3. Succeed on the job
4. Live knowledgeably as a consumer

With the above objectives in mind, the Exchange Program goals are to:

1. Provide the Vocational Education Coordinator with the knowledge of the world of work which will make him an effective liaison to the student.
2. Provide the world of work (business, industry, etc.) with the "state of the art" as it relates to the qualifications of the student entering the world of work.
3. Provide the school with the guidance in planning the educational structure to meet the business world requirements. This will include applicable work experience in the community.

Exchange Business Representative's Experience:

As a result of some of the exposures provided us through this program, we are now involved in a formal on-going program of "school relations." This program has our local manager's support and the results of our activities are reported to our corporate headquarters.

Some of the activities that are regularly recurring are: on campus seminars in industrial policies, employment interviewing and practices; career opportunities (slides plus verbal explanations); plant tours; involvement in advisory committees in office occupations and vocational education; and vocational registers.

Beyond a civic obligation to the community, we also feel that obviously we have a vested interest in these types of activities since we are talking to our potential labor force.

Exchange Teacher's Experience:

It has been my pleasure to become involved in the EPDA program in liaison with the Weyerhaeuser Company. The Internship Exchange Program has served to up-date my almost nineteen years in industry. In particular, this has acquainted me with the forest harvesting industry as it relates to employment outlook, positions available, position descriptions, union requirements, product lines and the many related items. Involvement in the program has also introduced me to business and civic leaders in the community. This total involvement has provided the students of Castle Rock High School with informed liaison with the business community.

Student Characteristics:

The Cooperative Diversified Occupations Program was inaugurated mid-year with 31 students enrolled. Of those involved, they fall into these categories:

- 1 Minority (American Indian)
- 1 Economically Disadvantaged
- 1 Scholastically Disadvantaged
- 3 Honor Students
- 25 Average (economically and scholastically)

Motivation and enthusiasm spectrums were well covered as was that of intelligence. Though only three were Honor Society, a total of seven could be considered of above average intelligence. Three came to my attention as being from a home of only one parent. The class was the first to graduate under the "open" concept and the majority have experienced difficulty in assimilating and directing their freedom.

Instructional Characteristics:

The advisory committee was presented plans for the first Diversified Occupations Class at Castle Rock. The committee, composed of business, political and student leaders of the community, accepted the philosophy and operational plans for the class following a lengthy discussion. The philosophy centered around the use of community resource personnel to provide the student with world of work data on which he could base a decision for his future. Time from school would be made available for him to explore his career goals through competing for employment and working in the community. Assistance in obtaining the competitive edge would be provided as much as possible from school facilities.

Also, assistance in entering the work community would be provided as possible. The operational plans centered around a core of Learning Activity Packages (LAPs). These were designed to provide a base of learning in support of the expertise given to the students through presentations by resource personnel. The students were encouraged to use the first few LAPs to develop the skills in applying for employment. These skills did provide the self-confidence and initiative for most students to initially obtain employment or improve their employment.

Contributions Towards Future Development:

Certainly the Diversified Occupations Program at Castle Rock was successful as related to the student's capability to better compete for positions and to the work experience he received. It was apparent that incentives were not sufficiently in strength to obtain the complete success we sought. It appears that because of the mid-semester start of the program, students were not in need of credits the class provided and/or the class was not required for graduation. This reduced the incentive to complete the LAPs that form the core of the learning program. Most of the resource speakers were of interest. However, comments indicated some speakers could have used the Principles of Instruction in their presentations. This becomes a problem in not always knowing how the guest speaker will handle his subject. The next year the program will officially embrace the school store with time scheduled for store management. More important, a D. O. Club will be formed as a vehicle for leadership, management and competitive activities. The students will be called upon to plan and implement some of their own learning activities.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Merle Pierce

Position:

Diversified Occupation Coordinator

School or Community College:

East Valley High School

Address:

Rt. 1, Yakima, Wash.

Business Representative's Name:

Mr. & Mrs. James C. Hinricks

Position:

Owners & Managers

Business Firm:

Country Store Clothing, Inc.

Address:

2525 Old Town Rd., Union Gap, Wash.

Performance Objectives:

1. To train students in attitudes necessary for the world of work.
2. To assist these students in obtaining employment.
3. To improve the employability and the future potential of these students by continuing instruction aimed at changing their attitudes toward business and society, improving their job situations and encouraging them to get a useful education.
4. To bring businessmen onto the campus, and get them involved in assisting education.
5. To get the instructor involved with the business community.

Exchange Business Representative's Experience:

Mr. and Mrs. Hinricks are owners and operators of five businesses in Toppenish, Sunnyside and Yakima areas. Their classroom participation has been to provide two speakers a week from the business community. These ladies and gentlemen are from varied professions and occupations in Yakima County, and have given the students an idea of what employers are looking for--what education and characteristics are needed for specific jobs.

Exchange Teacher's Experience:

Perhaps the greatest experience was to put in my hours in the classroom just as the students on the work program do; then to go to my job in industry and put in a shift working. This really made me aware of what our students are doing in a day and made me realize how adaptable

they are. These students are learning many things that are not testable or evaluated in the classroom. It also made me aware of the basic needs of industry as far as labor is concerned. Also, the fact that labor needs to be educated as to the responsibility of management for labor's needs.

Student Characteristics:

Since this was to be a pilot program to institute vocational occupational education at East Valley, interested students of all academic and economic levels were accepted into the program. The acceptance of this program by students, faculty, and the administration was more probable if a cross section of the student body was involved than if it were only for the disadvantaged. The following is a matrix of the 30 students enrolled in the program:

- 8 economically disadvantaged
- 10 scholastically disadvantaged
- 6 average (economically and scholastically)
- 6 honor students

Two students are of Mexican-American background but are included in the economically disadvantaged group.

Instructional Characteristics:

Specific course content is based on the use of the two texts: Succeeding in the World of Work, Kimbrell and Vineyard and Occupations and Careers, Fiengold and Severdoff; and The Job Attitude series of film strips by Guidance and Associates. This material is used in the classroom on Monday, Wednesday, and Friday to assist the students to accomplish the following:

To keep an accurate time sheet of daily hours worked, average wage per hours worked, average wage per hour and the total gross and net wage earned in a month, and to be knowledgeable about check withholdings.

To prepare a resume.

To write a proper letter of application to a specific firm for a job.

To prepare a learning package about a career of his choice.

To complete a research project in the area of work, leisure and recreational opportunities in the Yakima region.

Tuesdays and Thursdays each week are reserved for speakers from the business and industrial community in the Yakima area. This is a very valuable experience as it seems to accomplish in some degree the following:

To let the student realize that adults are interested and concerned about young adult problems.

To inform students of opportunities and types of vocations open to them.

To make the student aware of the expectations of the employer and the responsibilities of the employee.

Contributions Towards Future Development:

The EPDA program, used as a pilot program, was a success as it was used to institute a Vocational Occupational Course--Diversified Occupations--and enlarged to include approximately 35 students. Diversified Occupations will now be a part of the regular curriculum at East Valley High School.

Involvement of a greater number of students tends to limit the time the teacher-coordinator has for the individual student. The inability to maintain an ideal near one-to-one relationship between coordinator and student is a great loss for this type of program.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Sue Finrow

Position:

Voc. Home & Family Life Instructor

School or Community College:

Wishkah Valley School

Address:

Aberdeen, Washington

Business Representatives' Names:

John Berilla & Larry Johannes

Position:

Ass't Personnel, Grays Harbor Div. &
Contract Logging Foreman, Timber Div.

Business Firm:

ITT Rayonier, Incorporated

Address:

Hoquiam, Washington

Performance Objectives:

1. To provide the vocational instructor with an in-depth understanding of the goals, programs, and requirements of industry, and first-hand experience in business.
2. To involve businessmen in the school and with students so that they may gain a better understanding of the needs and problems of the schools in preparing the students for work.
3. To prepare the students to actually find job openings by introducing them to job opportunities within the community; and to make them aware of application and interviewing procedures as well as what an employer expects of the employee.

These objectives are essentially as stated in the beginning of the project. One student objective as stated was to give the students actual work experience. Other objectives were met but this one was modified to provide work experience, if possible, and to assist the students to find summer jobs in May.

Exchange Business Representative's Experience:

To be involved with a group of young people on a classroom level makes one aware of student attitudes towards the business and industrial community. We of industry have been very lax in not up-dating our thinking on some of the unique problems young people are growing up with. I found knowing and talking about some of the pressures will help me deal more objectively with some of our younger employees.

All of the representatives from business and industry that spoke or hosted tours for the group have also benefited from this program. Any joint venture of industry, education, and youth must continue.

Exchange Teacher's Experience:

My experience in the business world was comprised of becoming acquainted with the organization, management, and operations of ITT Rayonier, Incorporated. Working under the Director of Training, my project was to evaluate the new employee orientation provided by the several divisions of the company. This involved study of company policy and management manuals, developing a questionnaire, and interviewing personnel managers, department heads, and supervisors to discover at what level the new employee receives necessary information. This was done with the goal of revising orientation programs, if need be, to improve them.

In the process of carrying out this project I became aware of management problems and interested in the parallels between running a school and a business and in education and training methods used in both. Tours of the woods operations, the pulp mill, the paper mill, central offices, and the research division gave me an excellent insight into the wood products industry and the many opportunities available here. This knowledge is helpful in counseling students and also brings out the point that vocational training in high school must include personal counseling, for attitudes are as important as abilities and skills.

Student Characteristics:

We started the program with 14 students, four girls and ten boys. Of these one dropped out to join the Army, one left school to return to his family in Alaska, and one dropped the program when he obtained a job at a service station. Two males are married, each with a small child, which limits opportunities for higher education. All the males are immature except the two who are married. Academically the students range from the salutatorian to the lowest in the senior class. Only two of the final 11 had any real prior work experience. All are unable to communicate readily outside of the peer group. Because of the rural setting these students are disadvantaged by social isolation. They are also characterized by low aspiration level and ability to think about the future. Except for two girls, the group shows complete lack of motivation to follow any specific job.

Instructional Characteristics:

Following a seminar format, the program periods of two hours each were used for group discussion of employment possibilities, attitudes, grooming, application requirements, and personal data sheets. Resource speakers were brought in to discuss various fields of interest, and four employer representatives held mock interviews. Job attitudes were emphasized through films. Tours of area businesses and industries provided another chance to become acquainted with job opportunities, as did the assignment to talk to five different people about their vocational goals and experiences. Each student was also asked to go for at least one job interview on his own and report the results.

Contribution Towards Future Development:

Because this is the first program of this type at Wishkah, there were no guidelines and previous experiences to build on. We made many mistakes, but also had some successes. The students and administration look forward to continuing a similar program next year. Considering the type of student we are dealing with, more individual counseling is needed. Vocational materials and tests were late in arriving and would be very helpful at the beginning of the program rather than at the end. On-the-job training, or at least an observer program when actual work is prohibited, should be an integral part of the program. Separate activities for the boys and girls might eliminate some of the problems we encountered in behavior and interest level. The instructor and businessman working together is an important aspect of the program. By involving people who are higher on the corporate ladder, more time would be allowed for this, thereby guaranteeing future success.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>Marie Snyder</u>	<u>Robert Beckner</u>
Position:	Position:
<u>Vocational Edu. Director-Teacher</u>	<u>Fertilizer Distributor</u>
School or Community College:	Business Firm:
<u>Kahlotus School #56</u>	<u>Harder Farm Chemicals</u>
Address:	Address:
<u>Kahlotus, Washington</u>	<u>Kahlotus, Washington</u>

Performance Objectives:

At the beginning of the project, we formulated some objectives that we wanted our students to be able to comprehend and/or perform at the end of our teaching-training session as well as certain performance activities to be accomplished by the business representative and the cooperating teacher. The objectives included the following:

1. Greater awareness of the occupational opportunities in various related industries to the project.
2. Acquire work experience to allow more realistic interests towards the particular occupation.
3. To expose the local vocational teacher to the philosophy and aspects to the designated industry of the business instructor.
4. To provide the business instructor with a better understanding of the needs of education.
5. To improve the employability and the future potential of the students involved.
6. To combine the talents of the related industry and education to provide a learning environment for the students.

Exchange Business Representative's Experience:

I was chosen to take part in this program due to having graduated from a university with an agricultural major and because I was a local distributor for the fertilizer company; also, I work with youth as an area 4-H leader. A significant experience from this exchange was in learning some problems of the educational system in handling of students

with all various levels of academic ability. The rewarding part of this experience was gaining an insight into the student's thinking of how the business world is and being able to promote practical experience on-the-job training. It was a most fascinating experience to see the development of the attitudinal changes in the students toward labor and industry related to our project.

Exchange Teacher's Experience:

As the participating teacher, I have seen theory teaching become practical, realistic experience for students; creating meaningful experiences in which they learn skills, respect, and responsibility. Respect was gained by the participating students from their local peer groups due to the students' involvement in the world of work.

The EPDA, a professional internship exchange program, has been very interesting and a fascinating experience for me. It was a rewarding experience to participate with the students on field trips and learn the proper procedures in soil sampling and related areas. It was an interesting and informative learning experience to help research and develop an acceptable philosophy for this local business. It has been an excellent opportunity to work directly with students and a business executive and see a certain respect emerge for the world of work from each participating student. I would be most pleased as the vocational director for this school, to have a program such as EPDA become an integral part of the school curriculum.

Student Characteristics:

Since this was a pilot program for our school and due to our small enrollment, students of all academic levels were accepted on a volunteer basis. The students in this locale are disadvantaged culturally; they lack the opportunity of contact with metropolitan businesses. Their need for contact with a business representative for actual practical theory and experience was most apparent. None of the students is a member of a minority race since our Mexican-American students do not arrive in our district until late spring.

The entire class was pre-tested by using a self-designed test that previewed the information that we desired to disseminate. Not one student scored with a "passing" score. At the end of the course the same test was given with only one student not qualifying with an excellent grade.

Instructional Characteristics:

A unique aspect of the program was that the vocational coordinator did not teach any of the classes. The business representative planned each class session which included excellent lectures, handouts with documented information, field trips to related area manufacturing industries, and field trips for practical application of class theory instruction. The business instructor was a very innovative teacher and he carried his teaching ability on to the business for on-the-job

training experience for each student. In this area, the classroom instruction was put to practical use.

Contributions Towards Future Development:

The EPDA program, used as a pilot program, was a success to the extent it encouraged the students to participate in the new voc-ag classes being offered in the curriculum this year. The information disseminated by the business representative was most current and factual relating to the enrollees since most of these students were from local farm families. The program encouraged a greater interest and awareness by the students of industry, business and customer relationships. There was a carry-over of knowledge and experience that the students were able to relate to their own family-farm operation that was most valuable for the present and future. Both the school and community would welcome this program as a permanent part of the curriculum since it has had such an excellent impact on the awareness and attitudes of the students involved.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

John W. Holmes

Business Representative's Name:

Dwight Hopper

School or Community College:

Intermediate School Dist. #114

Business Firm:

Sprouse Reitz

Address:

Port Townsend, Washington

Address:

Port Townsend, Washington

Performance Objectives:

1. Teach to apply for job
2. Job skill acquisition
3. Positive attitudes toward employment
4. Selection of career field
5. Student exposure to different occupations
6. Positive attitude of responsibility

Exchange Business Representative's Experience:

The principal thing obtained has been getting to know the students better, learning to know them as individuals and getting away from the stereotyped view of "teenagers." This change has resulted in being better able to work with young people particularly as an employer.

Much greater appreciation is now realized for the problems that occur in the classroom; discipline problems, curriculum relevant and of interest to all students, and a realization of how businessmen can constructively contribute to students' learning activities both in the classroom and on the job. Many students are naive to business procedures and methods.

It was extremely rewarding to see many positive changes occur in several students during the course of the year. Of most importance was learning that most students really try when given an opportunity and when a task is relevant to them.

Teaching is viewed differently; it isn't easy and more people should be given or take the opportunity to sit in a classroom as a teacher for several weeks.

Exchange Teacher's Experience:

Being employed as a "manager-trainee" required being exposed to every aspect of the retail business: Checker, inventory, receiving merchandise and checking against invoices, reporting to the central office, ordering and putting out merchandise for sale.

The organization of the store consists of the manager, responsible for all inventory, financial and employment responsibilities; a manager-trainee, and clerks. The trainee is to learn the job of manager, clerks to wait on customers and assist the manager with various assigned departments in the store in terms of display and ordering. Beyond the limits of a store is a district manager to whom local store managers are responsible.

While the manager has a good deal of autonomy he operates within certain guides established by the central office in terms of accepted suppliers, price guides, and merchandise carried.

In addition to duties within his own store, a manager is responsible for helping to lay out new stores established in his district and attend training sessions and seminars.

Managers may accept a change of store, although not required to do so. They may also be discharged if not satisfactory. A store manager's next step up would be assignment as a district manager.

The preceding is a brief summary outline of the variety and diversity of a store manager's responsibilities. Two central themes may be seen; a manager's ability in the area of interpersonal relations and his knowledge and use of business information.

Student Characteristics:

There were nine students, six from Port Townsend High School and three from Chimacum High School, identified as being disadvantaged in terms of low income, broken homes, married and in school, and poor attitude and behavior compounded by low academic incentive. The program consisted of four girls and five boys.

Sharleen: obtained employment with a motel as a maid. Duties were to clean guest rooms, make beds, and lay out fresh linen. Prior to leaving Port Townsend to return to Olympia to live, Sharleen was developing job competencies enabling her to perform such duties as were assigned and identify and complete other tasks without instructions. Social competencies were also developing as demonstrated by an increasing ability to converse with guests (strangers) and Sharleen was to begin working the desk, registering guests and operating the switchboard.

- Pam: is employed with a grocery store where her duties and training involve meat wrapping, some cutting, and checking. The employer's evaluations indicate an increasing ability to communicate with customers, who comment on Pam's friendly and helpful behavior, and to learn quickly as a result of her sincere interest and effort to learn.
- Jeff: initiated own janitor service business and will submit a bid on janitorial services for a federal building. Jeff has a great potential but continues, at least in the classroom, to exhibit generalized hostility.
- John: is working in home construction and does well as long as he can work alone. John's behavior is surly and indicates a lack of self-confidence despite evidenced ability.
- Dan: was employed by a dairy farm whose reports indicate a lack of dependability in terms of attendance but real competent acquisition in terms of job skills. The undesirable characteristics are assumed to have been learned, and continue to be supported, from his family, in fact by both his own and his wife's families. Dan is pleasant, sincerely believes he is justified in his actions, and will probably not change. Dan left school in December, 1971, and is seeking employment.
- Wanda: initially was living with her boy friend and made no real effort to obtain a job. After marrying the boy in December, 1971, she appeared intent on finding employment. Wanda is capable of presenting an attractive appearance but does not.
- Larry: is employed by a maker of shake roofing. Larry tries hard and does a good job but has a preoccupation with money, which at times he seems impatient to obtain. Larry is dependable and willing and is learning to realize that added skills and proficiency precede added income.
- Steve: Steve's parents have been divorced for the past three years. A low income family with four children resulted in Steve becoming economically self-supporting. Prior to entering the program Steve was pumping gas; his present job is in a retail grocery store learning checking.
- Bonnie: got married in her junior year and there was a strong possibility Bonnie would not return to school as both she and her husband had to work. This past semester Bonnie did receive her high school diploma and may continue her education. Bonnie is a very bright student,

having been on the honor roll several times including her senior year.

Instructional Characteristics:

These students were part of a group of 43 in a Diversified Occupations program at the Chimacum and Port Townsend High Schools. Except for the instructors knowing of their backgrounds and making allowances for some occasional untoward behavior, no distinctions were made in the classroom. Each student was to obtain his own job, participate in the class, and maintain good attendance. Sharleen was the only student whose job interview was arranged but she attended it and obtained the job on her own.

A common characteristic of the students was generally poor social relationships as indicated by shyness, hostility, or unfounded social criticisms. Basically, self-confidence, critical thinking as required for completion of assigned independent study activities, and personal relationships were stressed.

The benefits realized by students are surmised to be positive and beneficial but evidence of this requires follow-up studies to be conducted over the next five years.

Contributions Towards Future Development:

The problems currently faced by business are not fully appreciated until actual contact is made with them. This is equally true of education. Having experienced both, all who participated in the program as instructors can at least appreciate these problems and, hopefully, communicate them to students who should be thereby better enabled to cope with them and equipped to effectively handle them.

Although it may not be possible to maintain the program as it now operates, the concept of the exchange program will be continued by the teacher listening more carefully to businessmen and continued utilization of their expertise in the classroom.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

John R. Fields

Position:

Distributive Education Coordinator

School or Community College:

Lakes High School

Address:

Clover Park School Dist. #400
Tacoma, Washington

Business Representative's Name:

Harold Henderson, Jr.

Position:

Divisional Sales Manager

Business Firm:

Bon Marche Store

Address:

Tacoma Mall, Tacoma, Washington

Performance Objectives:

There are three general objectives that the instructors desire to work towards with a select group of disadvantaged students. These objectives are the following:

The instructors will establish a personal relationship with each of the students in such a way that all the students will state during a group discussion that they feel a relationship exists between themselves and the instructors by the end of the program.

The instructors will work with each student participant toward the goal of placing each student in some type of gainful employment before the end of the program.

Each student will experience achievement in each of the following areas:

One school activity before the end of the program such as class-room work, athletics, student government, volunteer help, or participation in a club, and this will be identified as met when each student openly expresses his personal satisfaction through a group discussion.

His job in such a way that the employer scores the student with a minimum evaluation of 70% on the standard employer rating form for student workers.

Exchange Business Representative's Experience:

The business representative in this project, due to unforeseen conflicts, was unable to complete his commitment of all the stated

performance objectives. However, there was adequate performance by the business representative in the area of providing an excellent teacher exchange experience. The business representative met with the students for a few of the classroom hours and did arrange one field trip to the Bon Marche Distribution Center and an evening outing for dinner with a program of display skills presented by the Bon Marche Display Manager.

Exchange Teacher's Experience:

My opportunity to work on the Budget Floor of the Bon Marche allowed me a prime learning experience in retailing. Since all of my previous marketing has been in wholesaling, the retailing I did for the Bon Marche provided me with concrete applications of many of the skills I have been teaching. For example, I was involved with selling on the floor in various departments, operating the cash register, completing daily business forms, helping to lay out department advertisements, and taking the year-end inventory.

Student Characteristics:

The following criteria was used to select the disadvantaged students for the Lakes High School EPDA Program 1971-72:

1. From a minority race
2. Transient student
3. Socio-economic background is at or below the poverty level as defined by federal government
4. Has difficulty in succeeding in conventional school setting

The original group began with 11 students of which one, a black, never participated. Of the remaining ten students, five would be identified as special education students, two as blacks, one as Spanish, one as delinquent, one as a user of drugs, and all but two considered as having had difficulty in succeeding in the conventional school setting.

Instructional Characteristics:

- I. Orientation to Program and Job Availability in Marketing
 - A. Orientation to program and assessment of group feelings about "Project Happening." Get feedback about student ideas in setting objectives of the program. Be flexible enough to incorporate the student's ideas into the seminar.
 - B. Orientation to current marketing jobs that the students could be doing.
- II. How to Get a Job
 - A. Plan out the steps necessary to getting a job.
 - B. Have the students accomplish each of the following tasks:
 1. pick a specific job
 2. take a self-inventory to discover strengths and weaknesses that can be effectively dealt with in interviewing for a specific job

3. prepare a resume and data sheet
4. compile a prospective employers list
5. interview with employers
6. follow up original interviews

III. Healthy Attitude Development

- A. Develop trust relationships within the seminar group
- B. Have each participant's behavior analyzed by the other students in the group
- C. Have each participant analyze his self-concept
- D. Develop satisfactory relationships with:
 1. fellow employees
 2. supervisors
 3. customers

Contributions Towards Future Development:

The future of today's disadvantaged student is also the future of our society. Do we want rising welfare rolls? Or, are we willing to invest now in curbing patterns of failure? I cannot say for certain in what specific way the Lakes EPDA Project salvaged lives. But, I can say for certain that unless we continue working to try helping the disadvantaged student, we can only resolve ourselves to accepting mounting numbers of lost and unproductive lives. In this vein, we have contributed this year at Lakes towards the future development of our people and our society.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>Thomas E. Schillar</u>	<u>Gordon T. Stenman</u>
Position:	Position:
<u>D. E. Teacher/Coordinator</u>	<u>Store Manager</u>
School or Community College:	Business Firm:
<u>North Kitsap High School</u>	<u>Poulsbo I.G.A.</u>
Address:	Address:
<u>17631-32 W., Alderwood Manor, Wash.</u>	<u>Rt. 2, Box 1, Poulsbo, Wash.</u>

Performance Objectives:

1. Prepare student for entry level job.
2. At the conclusion of the project, all students will be involved in some kind of summer employment.
3. Students will show some improvement in the post test data.

Exchange Business Representative's Experience:

1. Developed an awareness of the depth of educational, vocational and social deprivation of some high school age children. Until participating in the project, business representative had dealt with primarily median to high achievement level students, i.e., American Field Service, Miss Poulsbo Contest, etc.
2. Found it significant that there were attitudinal changes over the time period of the project.
3. Classroom interaction, including personal interviews with students.
4. Outside class discussion and feedback with the vocational instructor.

I felt that the time factor posed a problem for my partner and me. At first it seemed that there would be enough time to do the project; however, in actuality, it was extremely difficult to spend as much time as I wanted to spend. To this point we are suggesting to the project director that a retired or semi-retired person be utilized as the business representative. This might provide more time for EPDA.

In line with this, I did feel some frustration because of constant conflicts in demands for my personal time.

Prior to meeting with my teacher/partner, my opinion of most teachers' jobs was basically a 9:00 to 4:00 proposition. I was surprised at the complexity of my partner's job and work schedule.

I hope that the project is continued in some form because I believe that there were enough positive attitudinal changes to term it as successful.

As far as receiving remuneration for this project, I do not feel there should be any--with the exception of any expenses for materials and aids used in the class. Also, I feel it proper to pay travel and per diem for post and pre-sessions as is being done.

Exchange Teacher's Experience:

1. Developed an awareness of the complexity and depth of business representative's career.
2. Explored a number of previously undiscovered evaluation devices, i.e., Washington State Employment Service Test, Vocational Planning Inventory, etc.
3. Developed a different format for approaching and dealing with disadvantaged and non-disadvantaged. I would like, in the future, to make the following refinements to the project:
 - a. Team partner should be a retired or semi-retired person who can devote as much time as possible to accomplishing the program's goals.
 - b. Do a survey of the business partner's business without compensation. I feel that the remuneration should not be based on a time line, i.e., so many hours for so much pay.

I found it extremely valuable to draw in resource people to train my partner and me in interviewing and counseling techniques. I learned things in this area that I will be able to utilize throughout my teaching career.

Student Characteristics:

The group was selected by a team consisting of a high school counselor, an educational specialist dealing in Indian education and a distributive education teacher.

The initial group size was ten--five girls and five boys. Out of this group one did not attend, one transferred to another school, and the balance stayed with the project.

50% (4) are of Indian extraction

35% (3) are identified as economically disadvantaged

100% (8) identified as educationally disadvantaged

20% (2) are identified as totally illiterate

One student cannot read, write, tell time, and cannot distinguish his left hand from his right.

Poor past success in school--some have been promoted through the grades by some unidentified criterion system.

Lack of direction in determining future job role.

Inaccurate self-image--often overstating capabilities. In some cases the individual saw himself or herself in a career that required skills totally unrelated to their acquired abilities.

Generally the group has a positive self-image.

Instructional Characteristics:

Specific Content

Orientation and interviews
 World of work - (why) (where)
 Economics - "You and Jobs in Business"
 Preparing for job seeking
 Self-analysis. . .What job for me?
 Prospecting for a job
 Job interview
 After the interview
 On the job
 Personal finance
 Budget
 Savings
 Insurance
 Credit, loans, credit cards, loan sharks
 Checking accounts
 Taxes, social security, etc.

Teaching Methods

Career exploration project
 "Why Work" series
 Video tapes job interview
 Resource people
 Field trips, state employment security possibilities
 Role playing
 One high school credit - 90% rate

Contributions Towards Future Development:

As we suggested before, reorganize the remuneration procedure. We feel that the project could be accomplished just as well with expenses being paid.

Make available a directory of testing materials for future participants.

We suggest that a retired or semi-retired business partner be used who might have more time to devote to the project.

Project might be done during the summer so that the teacher would have more time to devote specifically to the students in EPDA.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>Wilfred J. Morrish</u>	<u>Jack Montgomery, Bud Rinehart</u>
Position:	Position:
<u>Instructor</u>	<u>Owners</u>
School or Community College:	Business Firm:
<u>Peninsula College</u>	<u>The Toggery, Incorporated</u>
Address:	Address:
<u>Port Angeles, Washington</u>	<u>105 East 1st, Port Angeles, Wash.</u>

Performance Objectives:

1. To train ten students with special needs to make them more acceptable to society and also meet the needs of retail business firms.
2. To assist the trained students in applying for and obtaining retail employment.
3. To develop and evaluate a continuing work history experience in order to improve present training programs.
4. To initiate true cooperation between the business community and the educational system.

Exchange Business Representative's Experience:

1. No previous classroom experience before starting this program.
2. Limited communication between the Toggery and the College previous to the inception of the EPDA program.
3. Many close associations now formed as a result of the program. Students from visitations have been familiarized with all the facets of a retail clothing store and its attending problems.
4. A continuing close association will be implemented by our participation in the classroom.

Exchange Teacher's Experience:

1. Provided a greater awareness of the total operation of a men's clothing store.

2. Learned the many problems of employer, employee relations in a small retail store.
3. Able to apply the basic salesmanship principles to actual sales personally accomplished in a store.
4. Reinforces classroom discussion by practical contact with management, employee, and customer.

Student Characteristics:

1. Poor readers
2. Poor study habits--resulting in inadequate preparation
3. Poor attendance
4. A definite inability to communicate because of poor listening

This class consisted of three females and ten males. The ages ran from 18 to 40. One of the students was being funded by the W.I.N. public assistance program. Three were receiving aid from vocational rehabilitation. The records indicated that there was a broad variance in abilities which have not been utilized. Classroom contact soon indicated a number of common problem areas, poor reading skills, an inability to communicate, to listen, poor study habits due to inadequate preparation. This contributed to a poor work history in most cases.

One student canceled out of the program due to an auto accident. One quit school to go to work full-time, another went into the armed services. Five are working part-time and continuing in college. The balance are actively participating in the program and will be employable upon completion.

Instructional Characteristics:

1. Seminar basis.
2. Detailed discussion on job finding techniques, work applications, and the importance of the initial interview.
3. Utilization of inquiry and project method to increase listening and communication skills.
4. Heavy accent on the needs of business and the job responsibility of the individual. . .such as reporting promptly, following instructions exactly.
5. Close personal involvement of an individual basis. . .classroom work and counseling.
6. To provide an awareness of the rewards available for adequate work habits and responsible performance on the job.

Contributions Towards Future Development:

1. We anticipate a continuing close connection between the retail business and college involved in this project.
2. There will be closer connections between the business and the lower school levels.
3. A greater interest and awareness by business in the materials covered in the classroom at all levels.
4. An ongoing and expanding cooperative effort to assist students with special needs.

Lawrence: 46 years old, is a student who would like to go into hotel management. He deserves a lot of credit with a four-point and will reach his goal.

Rich: Will never finish school. His attitude is good, but he is needed to work for the family. He will make a good employee for any company.

Rose: Is 21 years old. She is a good speaker and does not lack in intelligence. But she needs to grow up. She would like to be in advertising and personnel work. Rose also needs to improve her personal appearance.

Lester: Is an asset to the class. He would like to go to school for four years then go into business for himself. He is married and has two children.

David: A retired Coast Guardsman, he is 40 years old. He would like to work for a large company and get many benefits. I hope he can finish his four years of schooling.

Genny: Will never finish school because of too many family problems. She tries hard at school but must improve her attitude on life.

Pete: Is the best one in the class. He has a good head for business. When he finishes school he would like to go into management training program.

EPDA EVALUATION
1971-72

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

F. A. Rexus

Position:

Distributive Education Coord.

School or Community College:

Kamiakin High School

Address:

Kennewick, Washington

Business Representatives' Name:

Tom Walcott & Earl Linge

Position:

Personnel Manager & Manager

Business Firm:

J. C. Penney Co. & Valu Mart

Address:

Kennewick, Washington

Performance Objectives:

1. To reinforce basic distributive education curriculum by use of the business representatives' experience.
2. To develop a project concerning an in-depth study developing plans for opening a distributive business.

3. Purpose:

To have the student develop more respect for the businessman and his problems.

To have the business representative develop the project hopefully keeping it realistic.

To develop student outlook on possible careers.

Exchange Business Representative's Experience:

As a businessman and a graduate with a degree in Business Education, I am very much aware of the interaction that needs to take place between the world of business and education. In my job as personnel manager, I see the good and bad results of our current educational system. I am thoroughly convinced that this program is necessary for us to keep the underprivileged and unmotivated student in school and to help prepare this student for a successful and productive career. The ultimate result would be a reduced number of people on our welfare rolls.

Exchange Teacher's Experience:

I worked in the Men's Wear Department as a salesperson.

FRUSTRATING BECAUSE:

1. Very little training
2. Treated as an extra burden
3. Was not allowed to participate in as many things as I had anticipated

THIS WAS GOOD BECAUSE:

1. I realized this is probably the way 75% of my students are trained.
2. I now have more insight to some of the problems my students indicated to me.
3. I will be more tolerant in the future to some of the complaints I hear from my students.

Student Characteristics:

1. Three girls, 24 boys.
2. 15 students had missed 11 to 32 days of school as juniors; seven missed from 26 to 32 days.
3. 20 students had grade points between 1.0 and 2.0. The rest ranged above and below.
4. A high percentage had verbal and reading problems.
5. Most of the students had been severe discipline problems as juniors.

Instructional Characteristics:

1. Role played job interviews
2. Rap sessions concerning job requirements and qualifications
3. Business representative role played the part of a customer during the salesmanship unit
4. A comprehensive study on starting and operating a distributive business
5. Invited in several businessmen as speakers

Contributions Towards Future Development:

1. Development of a Tri-Cities Area Advisory Committee for Distributive Education.
2. Acquainted many businessmen through the project with the Distributive Education program.
3. Would like to include this in the regular school budget for my program.

EPDA EVALUATION
1972-73

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Richard F. Cargill
Yakima Valley College
16th and Nob Hill
Yakima, Washington

Business Representatives Name:

Peter B. Stadelman
Stadelman Fruit, Inc.
P. O. Box 1313
Yakima, Washington

Other Cooperating Business Representatives:

Floyd Richardson, Warehouse Foreman
Snokist Growers
18 West Mead
Yakima, Washington

Dave Frenzel
Refrigeration Engineer
Snokist Growers
18 West Mead
Yakima, Washington

Mike Hambelton
Warehouse Superintendent
Washington Fruit & Produce
401 North First Avenue
Yakima, Washington

Bob Schroeder, Sales Division
Stadelman Fruit, Inc.
P. O. Box 1313
Yakima, Washington

Performance Objectives:

1. To identify workers that have the ability to benefit from training in leadership and warehouse skills.
2. To provide training which will enable an up-grading of employment potentialities and to increase the degree of permanency in employment.
3. To create a positive attitude toward employment and to allow for an understanding of the various employment skills required.

Exchange Business Representatives' Experience:

There was an immediate awareness of the excitement and challenge involved in teaching. The discussions during the preparation steps of deciding upon course content, outlining, gathering visual aids, and planning demonstrations were very beneficial and meaningful after taking over the class.

A person becomes very concerned with communication, especially when observing the various differences in the students. An honest attempt was made to motivate the students to become interested in the fruit industry as a career rather than just a seasonal job.

Exchange Teacher's Experience:

Participation in this program provided me with the opportunity to observe people and their tasks at all levels of the fruit warehouse industry.

I became much more aware of the skills required for the various jobs within the industry. I was especially appreciative of the chance to see the entire flow of products from receiving, storing, processing, warehousing storage, and loading for shipment.

Then to look at the industry from the office workers position and make an attempt to avoid becoming covered with the reams of paper work and make an accurate accounting of the fruit from each of the growers.

I hope that I have received sufficient insights to instill in our future students the feeling that the fruit warehouse industry offers a challenging and rewarding career. I know there is a need for more workers and I have met many people that have found job satisfaction in the fruit warehouse industry.

Student Characteristics:

14 students enrolled in our Warehouse Operation and Organization class. Eight of the students were presently employed in a warehouse and interested in this program to receive a better understanding of warehouse techniques, identify opportunities for advancement and career planning. Six of the students were college students seeking to identify career possibilities in warehousing. Enrollees live in the Yakima Valley, Toppenish, Wapato, Selah, Naches and Yakima. Their previous education ranged from high school graduates to some college, to college graduates.

- Dick: Employed as a warehouseman and previously had been self-employed as a farmer, and a farm employee.
- Dennis: Graduated from high school and dropped out of college after one year. He has been working as a warehouseman for the past several years and would like to become a warehouse foreman.
- Rick: Graduated from high school seven years ago and has been farming and a truck driver, presently involved in warehousing. He would like to become a warehouse manager.
- Kathy: Graduated from a community college two years ago, married and currently is working as a warehouse secretary. She enrolled to up-grade herself in warehousing techniques and to develop a better understanding of the fruit industry.

- Eduardo: A college graduate, enrolled to increase his knowledge and skill in fruit warehousing with hopes of adequately preparing himself for an administrative position in the warehousing industry.
- Coy: A high school graduate and has attended a vocational technical school. He is currently employed as a warehouse sorting boss. He is interested in developing insight to increasing efficiency in warehousing, trouble shooting and career advancement.
- Norbert: A college graduate and currently employed as a warehouseman hopes to find a career in warehousing and enrolled to develop a better understanding of the fruit industry and warehouse techniques.
- Larry: One year of college, spent three years working in a poultry processing plant, and the past two years working as a warehouseman. He hopes to broaden his concept of the fruit warehousing industry and to achieve his goal of being a production manager for a company.
- Robert: Attended college for two years and has worked for the last four years as a bartender, truck servicer, lumber sales, and as a fruit broker. He enrolled to receive a broader and closer picture of fruit warehousing and hopes to achieve a position as a fruit and vegetable broker.
- Rob: A student at YVC, has been working on farms and in a farm implement parts department. Enrolled to broaden his career planning and may use this class to achieve a position in warehousing with desires to obtaining a foremanship within a reasonable time period.
- Marvin: A student at YVC, has been interested in electronics and electricity. He enrolled to receive an understanding of the fruit industry and may become employed as a warehouse maintenance mechanic and foremanship.
- Dale: A student at YVC, has been working on farms and he enrolled to develop an understanding of warehousing and career development. I believe he will seek employment in a warehouse this summer for more experience and refinement of his career goals.
- Gayle: A student at YVC, and presently farming with his parents is seeking to broaden his education and has his eye on warehouse management or foremanship.
- John: A student at YVC, farming with parents on a small fruit ranch, and working in a warehouse during seasonal employment peaks. He enrolled to increase his knowledge

and skills in warehousing techniques with a desire to find full-time employment in a fruit warehouse and to become a foreman.

Instructional Characteristics:

The class meetings were held during the evening because many were employed and had several miles to drive. The classes were primarily lecture/discussion in nature with good use of industry personnel and audio visual aids. One field trip was held to summarize warehouse receiving and packing procedures and to introduce refrigeration systems for cold storage and C. A. storage.

The students were somewhat skeptical of the value because they thought they know about warehousing. However, after getting into the class they were surprised to see how the field service, receiving, packing, storage system, office and sales were related and dependent upon each other to make the industry operate smoothly. We also stressed the opportunities for advancement within the fruit industry and we soon had better discussions in that more of the students began sharing and inquiring about the reasons for certain policies and techniques. The dollar size of the industry seemed to be very impressive, even though the term warehousing is not the most glamorous term. We believe that the majority now have developed a fairly good respect for the importance of the fruit warehouse industry in the Yakima Valley.

Contributions Towards Future Development:

Everyone concerned felt that because of this EPDA program, vocational education gained. Businessmen were involved and know that the college is responsive to their needs and the communication between the college and the businessmen has improved, because we took the time to work together and share concerns over the worker. Students who had never attended YVC class have been on campus and have received a certificate of accomplishment.

I believe that as a direct result of our program two other vocational programs are being offered to warehousemen. One specifically in refrigeration to up-grade the servicemen in this area. The other is going to be offered next winter in office procedure and aimed at up-grading office personnel. Also, we have discussed the possibility of running another program in warehouse operation and organization within the next three years.

EPDA EVALUATION
1972-73

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Kent Neeley

School:

R. A. Long High School

Address:

Longview, Washington

Business Representative's Name:

Jerry Plesko

Business Firm:

Ernst

Address:

Longview, Washington

Performance Objectives:

1. Each student will know how to apply for a job by applying for at least six if not employed before.
2. Each student will be exposed to different occupations.
3. Each student will work towards gaining a positive attitude toward work and responsibility.

Exchange Business Representative's Experience:

My experience in this program came on two fronts:

First was in the classroom. This was most enlightening. It had been over 10 years since I had stepped foot in a high school. It was reassuring to see that the basic situations, that I could remember from school, were the same today--just the dress and the length of the hair had changed.

As in any large group, there are some you reach and some you don't. Those I didn't reach probably won't choose retailing as a career. However, it was very rewarding to reach a majority of the students, and I'm sure they have more insight in the retailing business. The more time I spent with the students the more participation we had during the open discussions.

My appreciation of teaching greatly increased over the course of this program. I had never realized how great a challenge a class of high school seniors could present.

Second was "on the job." This was a "one-to-one" experience. Over the past four months these students spent several hours in my store experiencing many of the different facets of the operation. From time to time I would get together with them and discuss their views of the store. In this discussion I was able to know them personally. We also discussed their experiences and future goals.

I felt this part of the program to be very rewarding and the students left with a good understanding of business practices. They also left knowing more what they liked and disliked.

Exchange Teacher's Experience:

My task was to work with the students in gaining employment and for those who couldn't, to see to it they received meaningful experience in the place of business. I spent my work time in several places of business. I found employees to be more conscientious when the "boss" was around. There seems to me to be a lack of loyalty on the part of most employees. Many are there just for the pay check.

I was impressed with the advertising function of the business and the amount of time and money spent on advertising.

Another of my tasks was to prepare some motivational aids for employees. At this time I am unable to assess the value of these in objective terms.

Student Characteristics:

- Denise: Low ability, lives with step-father and real mother. Step-father can't stand Denise and she can't stand him. Over weight. Belligerent attitude. Mother beats her and makes her stay in school.
- Cheryl: Over weight. Medium ability. Very shy. Lives with her parents but has been very, very sheltered.
- Sue: Very quiet. Low ability. Lives with both parents but in the shadow of a brilliant older sister. She finally obtained employment in April, 1973, and is doing an outstanding job.
- Vicki: Low ability. Pretty girl. Lives in the shadow of an athletic younger brother whom her father adores. Will start on her third job in May. She can't keep a job because of attendance.
- Nancy: Very large girl. Mother and father both work. They give Nancy everything she wants. Had one job but was fired because she was too slow. Does only what she likes to do.
- Jeanette: Pretty girl. Broken family, lives with sister and husband. High ability, lack of confidence. Had one job, quit because of Rainbow, was never able to get employment after that.
- Fred: Low ability, poor attitude, low income family. Tried very hard for a job was finally employed in December. Several prospective employers didn't hire him because of his attitude. Quote from present employer, "Fred

is an excellent employee, he strives for excellence in his work."

Kathy: 6'2" tall. Self-conscious about that. Broken family. Spoiled younger brother. Dropped out of school third quarter but is back now and doing fairly well.

Instructional Characteristics:

These eight students were part of 30 people in a Distributive Education class. The other 20 were able to find employment quite readily and were relatively successful in their work.

I had six girls put in ten hours each at Ernst. These were the only people in my class not employed. I feel two of these will be successful in a work situation. This is in addition to the 170 hours the entire class put in different businesses during a sales promotion with Local Merchants.

Contributions Towards Future Development:

The retail business is a "People to People" experience. I think there is good reason for this program, or one similar, to continue. The classroom experiences built a better rapport between the business, community and its future employees and/or customers. The classroom discussion also helps bridge the gap between theory and practical experience.

The "on-the-job" exposure gives the inexperienced a chance to know more what they would like to do. It gives the prospective employer a chance to view several inexperienced prospects to see if any might fit into their operation.

I feel this program of mixing the business community with the high school should continue. I think the biggest thing it does is to give the inexperienced an opportunity to succeed.

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EPDA EVALUATION
1972-73

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

Gerald A. Lankford

Business Representative's Name:

Larry Hutchinson

School or Community College:

Fife School Dist. No. 17

Business Firm:

Fife Shell Service

Address:

5616-20th St. East, Tacoma, Wash.

Address:

5501-20th St. East, Tacoma, Wash.

Performance Objectives:

Students:

1. Students will become better prepared to make a career choice.
2. Students will learn job acquisition skills, i.e., application procedures, interview procedures.
3. Students will learn basic responsibilities common to all employees.

District & Teacher(s):

1. We will improve cooperation between business people and existing vocational personnel.
2. This activity will provide the vocational director with avenues by which he can more profitably direct vocational teachers in working with the business community.
3. The business community will become more actively involved with the problems that exist in educational institutions.

Student Characteristics:

Initially we attempted to identify students from the Diversified Occupations class, the Distributive Education class, and two or three from the senior class in general. These students, because of some lack of motivation, did not participate very well with the exception of four or five. Subsequently we set up a community lab pilot program in cooperation with our special education program, which began second semester. The results of this move have been extremely gratifying in most instances.

The seniors that were originally involved were identified on the basis of past performance in high school. They could all be classified

as reluctant learners. The students in the special education class are classified as handicapped or disadvantaged for various reasons including: EMS, low income, poor attitude, poor performance, etc.

Student	Age	Grade	Description
Steve H.	17	11	Very low performance record in high school. Potential drop-out. Is employed at Fife Shell Service. We were able to keep him in school by involving him in this program. He is receiving two credits for additional hours he is spending at the station.
Steve S.	18	12	A student who was employed at Fife Shell Service during the first half of the year. Could be classified as a reluctant learner in high school. Showed good work potential, was sent through Shell training school as a result of spending one-half day each Wednesday for 18 weeks under Larry Hutchinson's and Arne Hall's supervision in an in-depth study of service station business.
Gary W.	18	12	A tremendous worker, who has moved through three employments this year, each being an advancement. A D. E. student selected for this program because of his interest. He spent two hours each morning for approximately three weeks along with three other D. E. students. He had much of value to say to this type of training, even after having worked approximately a year and one-half at a similar service station.
Mike H.	18	12	Selected from D. E. class. Reluctant learner. Potential drop-out, low achiever, better than average work record. Seemed interested in learning about station work, but interest dwindled at the end of one week.
Mike K.	18	12	Married student. Son of two deaf parents. Poor performance record in high school. Poor attendance record in high school. Good work record. This program probably enabled him to gain enough credits in P. E. to satisfy his graduation requirements. Interest dwindled drastically toward end of two weeks.
Kenny S.	15	9	Special Ed. student. Has terrific time controlling his emotions. Had been excluded from school. Brought back in on half-time special ed. basis and half-day each day at Fife Shell Service. Seems to be learning to control his

Student	Age	Grade	Description
Kenny S. (continued)			emotions much better. He is a foster child and has never been forced to accept responsibility until now.
Lance S.	16	9	Special Ed. Good attendance. Poor learning ability. Didn't stay with community lab program because of parental pressures.
Kenny Sc.	16	9	Special Ed. Record of poor attendance, low achievement. Eats this program up. Hasn't missed a day since it began. Drops in to tell me (counselor) about his experience daily. Has learned to take great pride in his assignments at the station.
Mark S.	16	10	Special Ed. Poor performance record. Very low self-concept. Many instances of defiance. This program coupled with special ed. has provided Mark with the opportunity to vastly improve his self-concept.
Steve M.	15	9	Very large Special Ed. student. Low achievement, very immature. Has shown high interest in community lab.
Larry H.	15	9	Special Ed. student. Very immature. Chronic Asthma. Low achiever, work study student through Vo-Ag program. Is participating faithfully on EPDA. However, most of his activities seemed to be spurred through superficial motivation.
Randy S.	16	9	Special Ed. Transferred to Fife directly from Remann Hall. Past record, the last two years, of practically no performance. Was released from Remann Hall in custody of sister and husband, who seem to have done great job. Boy's attendance is almost perfect. Has participated faithfully in community lab program.
Danny F.	16	9	Special Ed. Under supervision of DVR. Foster child. Very low abilities. Is faithfully putting in time at the station. Through Special Ed. teacher's efforts this boy is finding a place in society.
Steve S.	18	9	Special Ed. Low achievement. Split family. Poor attendance. Exhibitions of defiance. Enjoys community lab program. Partly because of participation here has become sure enough

Student	Age	Grade	Description
Steve S. (continued)			of himself and school personnel to pursue possibilities of Vocational School.
Mark F.	16	9	Special Ed. Very slow student. Poor achiever.
Ed B.	16	10	Indian Student. Very low abilities. Has not participated well in this program.
Grant S.	16	9	Special Ed. Very low achiever. Drastically introverted. Poor attendance. Participates in this and most school activities reluctantly.

Exchange Teachers Experience:

Proposed Activities:

Through acquaintance with Arne Hall, dealer and manager of Fife Shell Service, I have been able to acquire a job as a service station attendant and salesman at Port of Tacoma Shell which is managed by Steve Anderson. During the past summer I worked approximately 30 hours per week. (Through the middle of October.) After school started I continued to work approximately five to ten hours per week. My duties on this job have been typical of any service station attendant, i.e., pump sales, mechanics helper, accessory sales, lube room and service sales, stocking and clean-up responsibilities.

Additionally, I have met the regional Shell representative and hope to spend some time in the field with him.

Comments:

I was able to work over 400 hours at Port of Tacoma Shell at which time there was a turn over of at least 12 part-time and two full-time employees. I was able to see the turmoil this creates in the service station business and was made aware of our manager's methods of employee selection.

Other than the above mentioned responsibilities, I was able to observe payroll procedures and to examine quarterly financial reports. This gave me greater insight to turnover of money in what I thought to be small business.

I have discussed at length with Mr. Hall and his assistant manager, the management problems a business such as their presents.

It was disappointing that I was not able to see more of the work of the Shell Field Representative. It was tentatively planned that I would be able to spend some time on the road with him. However, this proved impossible.

Exchange Business Representatives Experience:

Proposed Activities:

Rather than actually tie our business representative to 90 days of classroom instruction, we plan to use him as a primary resource person for reaching businessmen in business districts close to and including Fife School District. We are hoping to use him, along with those people he can help us contact, to introduce and culminate activities related to their areas of business.

Fife Shell will be used as an outside lab in which the students may apply knowledge gleaned in the classroom.

This type of arrangement can hopefully be arranged within the area with other business interests.

Comments:

As a college graduate in physical education, I was aware of the disciplinary problems I would face. Of the three D. E. students I worked with, I would have to say only one was seriously interested. I set up a program (included in this report) of which a potential manager-sales and service attendant would need to know for the basics of service station managership. The students spent three days on basic bookkeeping procedures including bank deposits from previous days' receipts. The rest of the time was spent working our way through the outline I made up. Mike Kosanovich and Mike Hahn were slow to grasp the very basics, however, Gary Wellman was always very intent and a well-motivated student.

OUTLINE

GASOLINE

Explain:

1. Why gas prices fluctuate
2. Profit per gallon
3. Meaning of octane rating
4. Pump island procedures
5. How to fill out a D-16

OIL

Explain:

1. Viscosity of oils
2. Ratio of oil to 1000 gallons of gas
3. Weights of oils and how they protect your engine

TIRES

Explain:

1. Various markings on tires
2. "Adjusting" a tire
3. Proper care for longer life (inflation, alignment and balance)
4. Radial tires

BATTERIES

Explain:

1. Specific gravity
2. "Adjusting" a battery
3. Difference of amp hours
4. Proper care of batteries (electrolyte level, clean posts, connections)

ACCESSORIES

Explain:

1. Various products and profits from these

LABOR

Explain:

1. Importance of mechanic
2. Labor/gas/sales ratio
3. Profit

VENDING

Explain:

1. Importance to customers/owner
2. Costs
3. Profit

DAILY BOOKWORK

Explain:

1. Daily sheet
2. Shift checkout
3. Bank deposits
4. Dailybook
5. Profitmaker

MONTHLY BOOKWORK

Explain:

1. Inventory
2. Billing
3. Payroll
4. Commercial accounts

MISCELLANEOUS

Explain:

1. ESSA
2. Station appearance
3. Displays
4. Specials
5. Liabilities (Insurance, lease, vending, TBA, gasoline, oil, propane, signs, lights-electricity, water, garbage, sewer, property tax, license, telephone, maintainance, etc.)
6. Shift scheduling
7. Credit card authorization (SCAP)
8. Stolen card procedures
9. Cost per day of keeping station open

EPDA EVALUATION
1972-73

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

John W. Holmes

Business Representative's Name:

Dwight Hopper

School or Community College:

Intermediate School Dist. #114

Business Firm:

Sprouse Reitz

Address:

Port Townsend, Washington

Address:

Port Townsend, Washington

Performance Objectives:

1. Teach to apply for job
2. Job skill acquisition
3. Positive attitudes toward employment
4. Positive attitude of responsibility
5. Selection of career field
6. Student exposure to different occupations

Exchange Business Representative's Experience:

The principal thing obtained has been getting to know the students better, learning to know them as individuals and getting away from the stereotyped view of "teenagers." This change has resulted in being better able to work with young people particularly as an employer.

Much greater appreciation is now realized for the problems that occur in the classroom; discipline problems, curriculum relevant and of interest to all students, and a realization of how businessmen can constructively contribute to students' learning activities both in the classroom and on the job. Many students are naive to business procedures and methods.

It was extremely rewarding to see many positive changes occur in several students during the course of the year. Of most importance was learning that most students really try when given an opportunity and when a task is relevant to them.

Teaching is viewed differently; it isn't easy and more people should be given or take the opportunity to sit in a classroom as a teacher for several weeks.

Exchange Teacher's Experience:

Employment was as a "manager-trainee" providing opportunities for exposure to nearly every aspect of the retail business such as checker, inventory, receiving merchandise and checking against invoices, reporting to central office, ordering and displaying merchandise.

The organization within the store is manager, responsible for all activities within the store; manager-trainee, learning procedures and developing manager skills; clerks, waiting on customers, assisting the manager with ordering and displaying; stock-boy or clerk, usually the manager-trainee but may be a part-time employee. Total organizational structure is the board of directors, president, district managers, and store managers who also help lay out new stores established in the district and are expected to attend training sessions and seminars.

While there is a degree of autonomy within a store, managers operate within guides established by the central office. These guides include accepted suppliers, price guides and merchandise carried, and operating budgets. Periodic reports of activities are required.

Student Characteristics:

20 students, 9 from Chimacum and 11 from Port Townsend High Schools participated in the program. These students are identified as disadvantaged in terms of low-income, broken homes, married and in school, and poor attitude and behavior illustrated by low academic incentive and achievement. 13 of the students were boys and seven girls.

- Fred: Obtained employment with a building firm. Although demonstrating low academic incentive, functions very well on the job. Has good attendance and appears interested in job.
- Randy: States a lack of ambition occupationally and academically. Sporadic school attendance and poor effort. Job competencies at boat construction firm very different where he is considered a "good" employee.
- Paul: Very poor attitude and disruptive behavior in school. A potential drop-out and social problem has good attendance and work habits with construction firm but attitude, cooperativeness, with others needs improving.
- Wendy: Employed as an office girl, typing, filing, ect., exhibited lack of interest and poor work habits as in school. Abilities and interest not directed at office work. Was laid off and before other employment could be explored discontinued program.
- Karla: Potential drop-out, low academic incentive but a bright girl. Functions well on a job in a restaurant, attendance and attitude improved since employment.

- Loretta: Bright, but not much incentive which appears changed since employment in school office. Seems now to have goal and direction.
- Gayle: Poor attitude and lack of incentive. Obtained job in motel as a maid but attitude precluded consistent employment. Discontinued in the program saying too much was expected.
- Sue: From low income family, but bright and applies herself well. Very pleasant but quiet personality. Working in nursing home and very good employee with aspirations.
- Allen: Despite a poor attitude he attempts to exhibit, Allen is a good worker with good attendance at school and job. A personality clash at the service station where he was employed resulted in being laid off but immediately obtained another job in the garage of a construction firm.
- Steve: From a broken home he found life with his mother unbearable. Found job in a gas station-grocery store and left home. Good employee and good student in terms of attendance; not much academic incentive. Left school to enlist in Air Force.
- Ken: Low income and ability, but following a brush with the police, now has improved on job at auto wrecking-garage business and at school. Is now functioning at or near his peak and really trying.
- Kenneth: A quiet boy, not much interest in school and a potential drop-out. Now appears very interested in finishing school since employed as a dish washer. Good application on the job.
- Dale: Very poor attitude and behavior. Since arrest for illegal drugs appears changed. Better school and job performance in school cafeteria.
- Cathy: Following marriage while a junior, Cathy dropped out of school. Returning to finish her attitude is very poor, argumentative and negative. Cathy has no academic nor occupational interest. Finishing school appears a casual idea. With work, she won't "take just anything," wants to start at top, and has nothing. Applications out, but no job. As she now appears upset about no job, her attitude may change. Cathy may be going through a period of self-evaluation.
- Dean: A pleasant, apparently easy going boy, Dean appears to lack incentive. Not a drop-out potential he works below capability in school and on job as a house painter. Good attendance at both, employer not unhappy, but Dean could do better.

- Lonita: Good attitude and attendance. From low income family Lonita appears to have academic and occupational aspirations. Does well in both.
- Jeff: Married as a junior with two children, Jeff is very bright and sincerely concerned with his future. Finding the school cafeteria unsatisfactory for his purposes, although doing well, he quit and worked part-time wherever he could. Jeff did graduate. The problem facing Jeff is reconciliation with society.
- Scott: Scott works at a restaurant and seems content. No apparent academic or occupational goals, content to "get by." Works well; good potential.
- Bill: Doesn't like school, quit in senior year and returned after one month. A good worker in a boat construction firm, he quit when he left school. Bill would be rehired but was replaced. Poor attitude, no aspiration are his biggest problems. Living alone his finances are troublesome, but working here and there from time to time seems satisfactory to him. Good potential but lacks "spark."
- Mike: Living alone (with two other teenagers), Mike has potential and is bright, but lacks desire. A good worker at a restaurant his attendance and behavior seem improved.

Instructional Characteristics:

These students were part of a group of 52 in a Diversified Occupations program at the two schools. No distinctions were made in expectations or class requirements. All students had assigned written reports, participated in "mock" job interviews in which five local businessmen came to the class to interview students, were requested to complete employment applications, and were to obtain their own jobs.

The 20 students were somewhat characteristic in terms of poor attitude and work habits, shyness, and lack of direction with three notable exceptions. Self-confidence, goal identification, critical thinking, and independent work habits were stressed. Generally, positive results are seen to have been achieved but also the truism that no single program will work for every student even with teacher desire and interest.

Contributions Towards Future Development:

Students and businessmen have problems, some common. Being able to frankly discuss these and other matters with businessmen in a classroom situation and hearing from businessmen who are equally frank and informative is apparently important in student development. The businessmen indicated their new appreciation for students and students for businessmen; both like the idea of such discussions. This program format will continue.

EPDA EVALUATION

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>Henry A. Bauer</u>	<u>Burk Hatfield</u>
School or Community College:	Business Firm:
<u>Wenatchee Valley College</u>	<u>Gold Realty</u>
Address:	Address:
<u>Wenatchee, Washington</u>	<u>Wenatchee, Washington</u>

Define the Audience:

The Real Estate Education Program tends to attract adults into sales occupations and college age students into the related financial occupations. This is primarily due to license requirements, and the limited occupational career information about the fields included in regular classroom activity.

Seven people were identified for involvement in the program this year as classroom and coop education students. They were:

- Paul: A retired Viet Nam veteran who entered the college program upon completion of the Pre-License School.
- Frank: Also a Viet Nam veteran and graduate of the Pre-License School, pursued additional studies at WVC.
- Harry: A handicapped college age student enrolled in the Principles of Real Estate class to study the occupation more closely. This career offered many possibilities for him to go to full-time employment. Lack of regular part-time employment to finance an education and the discouragement of the physical impairment caused Harry to leave school at the end of Winter quarter.
- Gordon: A retired veteran with two years experience entered the Pre-License class and business classes to prepare for the Broker's License.
- Terry: Also a retired veteran was just beginning a course in Real Estate. His interest was Property Management and Sales. He plans to continue in the 1973 Summer Program.

Diane: A college age student who was interested in a secretarial career in finance or real estate. She was placed with a Savings and Loan Company Fall quarter and continued through the year. Diane met the poverty guidelines for the Work Study Program and financial aid.

Kathy: Also a low income student in need of financial aid to obtain a college education was placed with a Savings and Loan Company during Winter quarter. Both she and Diane work with the Real Estate loan offices.

It was felt that the experience and education realized by these students was positive and beneficial. This conjecture hopefully will be substantiated by evidence from follow-up studies to be conducted over the next five years.

The program attracted veterans, handicapped, and women this year, primarily because NCW has few minorities other than native Americans. It was felt that the program was consistent with project objectives in that special interest groups were involved.

The instructor anticipates that these three groups will continue to comprise the bulk of those employed in the occupational fields.

Concept and Purposes:

The attached Appendix A, Real Estate & Finance Cooperative Education Project, describes the program developed during the August, 1972, Longview Conference.

Entry Behavior:

There were no unusual behavior patterns of the students entering the program other than those to be expected of veterans adjustment to civilian life and newness of employment to college age students.

Specific Context of the Courses:

Attachment B is a copy of college catalog course descriptions in which students were enrolled. It should be pointed out that students received regular college credit for the Associate Degree, and were admitted to writing both the college exam for grades and the real estate approved exam for the certificate awarded by the State Office.

Appendix C is the revised Associate Degree Program accepted by the College. This program was developed cooperatively with College staff, real estate practitioners, and the State Office.

Learning Activities:

Both business representatives and college instructors attempted to present as many relevant and meaningful activities as possible. It was generally agreed that the objectives as set forth in Appendix A, Real Estate & Finance Cooperative Education Project, were met.

Evaluation:

The adequacy of internal-self student evaluation as well as external evaluation was a weakness in the total program. The college component utilized the regular forms for instructor evaluations. These are so general that specific relationships to this specialized field could not be determined.

Support:

Support services from college counselors and Wenatchee Board of Realtors was outstanding. Services included personal and Vocational counseling, program referrals, and a veteran's recruitment team. The latter probably provided the most service to assist veterans in the transition to civilian life and applying for veteran's benefits.

Program Review, Evaluation and Follow-Up:

A. What to Review and Evaluate?

Probably the best evaluation and follow-up of the program would be retention of the students and success in the occupational field. These factors and quality of the instruction is contained in the college wide follow-up and evaluation program conducted annually. A summary of this study is submitted to the Washington State Coordination Council For Occupational Education.

B. The turnover rate of the students.

With one exception, each of the students identified, completed the classes satisfactorily for each quarter enrolled.

C. Evaluation of Program Participation.

College Instructor--Evaluation of Program. Participation is contained in Specific Assignments for the Vocational Teacher.

Business Representative--Mr. Burk Hatfield:

My function in the program was to instruct and advise in the broad based industry of real estate. The majority of the effort was completed during the Fall of 1972 and the rest phased out during Winter Quarter of 1973.

I instructed part-time on an "as needed" basis in a class conducted by Henry Bauer with my emphasis mainly in discussing the attitude toward, use, needs, and results of various advertising techniques and media used by the real estate industry.

The class contained approximately 20 students ranging in ages from 18 to 55. The range also ran from full-time to part-time students, two veterans, and one handicapped student.

The bulk of my efforts was directed to a class of 15 students enrolled in "Principles of Real Estate" a "required" course for state real estate sales associates and an accredited course offered by Wenatchee Valley College.

This course consisted of lectures, text books, outside readings, and field trips to the auditors office and a local title company.

Again, I had a good cross section in ages ranging from 19 to 62 years old. The majority of the class structure was of recently licensed real estate sale associates with approximately ten years experience (1) and a representative from a local lending institution (1).

We attempted to explore the various phases of the real estate industry including market make-up, brokerage, financing, appraisal, business law, advertising, title insurance, and other related areas of the industry. I encouraged class discussion and was impressed by the responses and creative thinking often reflected by the young newly licensed students.

The third area of instruction on my part was connected with the Wenatchee Board of Realtors Pre-Licensing School. It is interesting to note that three students from my other classes also attended the Pre-Licensing School. I feel this was a direct result of interest aroused in the real estate industry through the exposure to the texts, lectures, work matters and interaction of the class discussions with fellow classmates.

I believe benefits accrued to both the students and instructor in the preceeding described class programs.

Many of the students (happily most of them in their 20's) expressed an interest in taking additional real estate courses and/or possibly entering the field in some capacity. It is, of course, too early to judge if this eagerness is only a result of exposure to a "new" field which hasn't been taught as extensively until this year. I am encouraged by the response of students involved this past year and the interest being generated for the up-coming 1973-74 school year.

As an instructor I had an opportunity to work with a broad based spectrum of the real estate industry and have the excitement of watching people, (young, middle-aged and older) get involved in an industry which is starting to move toward a professional profile with the accruing benefits that result from being associated with professional oriented members.

Specific Assignments for the Vocational Teacher:

The Wenatchee Real Estate Laboratory Industry is composed of some 60 sales management brokers, and finance businesses. These are supported by one of the most active local real estate boards in Washington State, and a particular interest on the part of WVC staff members.

Interest on the part of the board and members individually involved WVC in a professional real estate program in 1964. The continued interest and changes in the re-licensure requirements lead the college program coordinator to place an application for an E.P.D.A. Vocational Tutorship Exchange Program to study more closely the broad field of real estate and finance transactions.

Mr. Burk Hatfield, Office Manager for Gold Realty, agreed to participate in the program. Appendix A summarized the projected plan of action developed in August of 1972, at the Longview Conference.

While each of the points could not be fully accomplished, the project as a whole was a successful experience for the instructor. Also, the knowledge gained will assist the college in developing a program that is more comprehensive and responsive to the needs of practitioners and those who investigate a career in this occupational area.

Description of the Organizational Structure of the Firm and Philosophy for Management:

Since the occupational field requires licensure as an employment prerequisite and discourages part-time salesmen, it was determined that the instructor should become involved in related activity. These included observation, more interviews, research, and curriculum development to become more knowledgeable of the field.

Interviews concerned themselves with areas deemed critical areas of study on the part of the instructor. These were:

Management Practices

Sales Practices

Advertising Practices

Market Study

To encourage students to investigate a career in the field and involve the instructor in practical activities, term papers and market studies were encouraged in all classes during the school year. Topics investigated were:

Affirmative Fair Housing Marketing Regulations

Analysis of newspaper advertising

Studies of effective sales practices

Marketing to minority groups

Shopping center management

Real Estate and Finance Employees were invited to assist in evaluating the data and reports for accuracy and content and to provide an inservice program for the instructor. The latter provided the instructor with knowledge to better prepare future students for study of this field. In most all cases, realtors, bankers and related finance businesses were willing to participate in personal interviews, and information for class research projects.

Employment Practices and Policies:

Real Estate Businesses have common employment practices and policies and most have listed them in an office operations handbook. Interviews indicated a general understanding of "in office" practices and policies by both new and seasoned employees.

It was anticipated by the instructor that the high turnover in sales personnel reflect lack of understanding of policy and procedure. Observations and interviews indicated that brokers view this inservice as an important dollar saver.

Employee Attitudes Towards Their Work:

Successful brokers and salesmen interviewed have a most positive attitude about a career in the occupation. However, many new licensees seemed to be skeptical and viewed employment as a temporary measure.

The latter was of concern to the instructor, especially since WVC as the Vocational Training Facility was not responding with a visible, consistent program of entry level employment education. Hopefully this shortcoming will be resolved when a full-time real estate instructor is employed by the community college.

Interviews with salesmen entering and leaving the occupation during the school year could be grouped into the following areas:

1. Lack of a real understanding of the rigors of a career; particularly the problems of initial establishment as an independent contractor.
2. Low opinion of the professional status of Real Estate practitioners.
3. Inconsistent application of proven sales and personal management practices.

Evaluation of Participation:

The participation was worth the time and effort of the instructor and seemed beneficial to students involved. Strong areas were:

1. Concentration upon one segment of the economy to provide the instructor with an in-depth study.

2. The large number of real estate businesses in a community the size of Wenatchee provided the instructor with more variables to study and presented a broad range of information to class members.

Examples are:

- a. Comparison of property management
 - b. Approaches (Effectiveness of the Multiple Listing Service)
 - c. Comparison of office operations
 - d. Approaches to staffing sales and clerical positions.
3. Attendance at selected lectures in the Pre-License School provided the instructor with an opportunity to evaluate instruction and meet the new people the profession is attracting.

The many problems faced by real estate practitioners were not fully appreciated until actual and consistent contact was made with them. It is generally felt that these problems can be communicated to community college students with the hope that they could be better equipped to effectively handle them.

The business representative in this project is a leader in the industry as evidenced by relocation into a new position. Because these promotions created unforeseen conflicts, project objectives could not be as fully accomplished as desired. There was sufficient performance by the business representative with a successful experience and insight into the problems of education.

It was once again apparent that community college instructors need an inservice program outside the normal educational approach to up-date understanding and appreciation of the changing job requirements in the labor market. To this end, the participation was beneficial.

WENATCHEE VALLEY COLLEGE
COMMERCE AND INDUSTRY DIVISION
WENATCHEE, WASHINGTON

Real Estate and Finance Cooperative Education Project:

It is of particular significance that community college students, members of the business community and occupational education instructors meet through complete involvement to prepare for the changing needs of society and business. This project is an attempt to meet these three needs at a local level. In general, the project will emphasize the following:

1. The recruitment, education and placement of regular, disadvantaged and Viet Nam veteran students into Real Estate, Finance and related occupations.
2. A planned teaching experience, student counselling contact and attainment of industry support of the program by a business representative.
3. The placement and evaluation of student performance with cooperating employers.
4. The development of an in-service education program for the college instructor with emphasis on employment, observation and research in real estate and related occupations.
5. The evaluation of project accomplishments for future involvement or expansion with other areas.

Personnel:

Mr. Burk Hatfield, Johnson's Real Estate Clinic

Mr. H.A. Bauer, Wenatchee Valley College

Project Performance Objectives:

1. To prepare students to actually find jobs in real estate, finance and related areas or to improve employability.
2. To combine the talents of the industry and education to provide a better learning environment.
3. To recruit Mid-Management students into the professional and related real estate classes.
4. To bring real estate and finance businessmen into the classroom and involve them in planning a campus educational program in career awareness, employment opportunities and industry standards for performance.

5. To involve the instructor in activity in the real estate and finance industry.
6. To assist the real estate representative in learning the operation of a classroom.
7. To obtain the services of the real estate community to broaden real estate education.
8. To expose the business community to the problems of instructing disadvantaged students and veterans seeking careers in real estate and related occupations.

Instructional Pattern:

The instructional pattern will consist of the following:

1. Student Selection

Students enrolled in the Mid-Management program and professional real estate classes will be admitted as per the open door policy required of Washington Community Colleges. However, the college staff, counselors and business representative will place particular emphasis upon recruiting disadvantaged persons, minority groups, returning Viet Nam veterans and adults referred by social agencies for career preparation.

2. Industry Involvement

To help assure that the project objectives and areas of emphasis are met. The following are examples of planned activities:

- a. Appoint and conduct regular meetings of an advisory committee.
- b. Invite outstanding businessmen and business women to present lectures, discuss relevant topics and provide specific career information to students.
- c. Provide an opportunity for students to attend specific units of instruction in the real estate pre-license school, professional classes, community realtor meetings and broker office operations.

3. Business Representative Responsibilities

- a. Instruct weekly seminar classes or make arrangements for representatives of real estate and related business to meet a Mid Management Seminar. Other activities will include:
 - (1) Select appropriate audio visual aids
 - (2) Select or formulate case problems
 - (3) Arrange for field trips and observations

- (4) Assist in the development of a pre-scheduled list of seminar topics.
 - b. Assist in the recruitment of students for the pre-license school, professional classes and mid-management program.
 - c. Obtain the cooperation and support of the local Real Estate Board and Multiple Listing Service.
 - d. Provide occupational information and career guidance information to mid-management and business students as often as possible.
4. College Representative Responsibilities
- a. Instruct and coordinate Mid-Management Program.
 - b. Assist in recruitment of students with real estate career objectives.
 - c. Instruct or assist the business representatives in specific real estate units in professional classes.
 - d. Obtain the cooperation and support of the college community.
 - e. Become directly involved in an in-service real estate program that includes:
 - (1) Observation of business practices and techniques.
 - (2) Conduct research project(s) relevant to the project intent and report the findings to the business community.
 - (3) Function as an employee in tasks where state real estate licensure is not required.
 - f. Make recommendations regarding modifications of the community/college real estate program.

EPDA EVALUATION
1972-73

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>Chuck Kosinski</u>	<u>Pat Shafer</u>
<u>Mid-Management Coordinator</u>	<u>Personnel Specialist</u>
School or Community College: !	Business Firm:
<u>Lower Columbia College</u>	<u>Weyerhaeuser Company</u>
Address:	Address:
<u>Longview, Washington</u>	<u>Longview, Washington</u>
Plan:	

Identify students and their area of interest by 10-15-72.

1. Contact department heads within the various fields and arrange work visitation time schedules.
2. Hold group meeting with individual business men (department head) involved by 11-15-72.

Objectives:

1. To acquaint students with the diversified areas of skills and interests within their particular field of interest.
2. Identify deficiencies of students who are participating, i.e., skills, appearance, personality.
3. Identify strong points and assist them in applying these assets in the business world.
4. To develop a plan for self-improvement.
5. To initiate true cooperation between the business and industrial community and the educational system at L. C. C. Satisfactory performance will be achieved when major industries will accept students in the program.

International Paper
Longview Fiber
Reynolds Metals
Tolley Craft
Weyerhaeuser Company

Note:

1. Have students write down their goals or objectives before they participate.
2. Attendance of six seminars is required for each participant.

Areas of Participation:

1. Pre-forestry students
2. Accounting and Computer Science
3. Machine-Trades (mechanical) Automotive
4. Secretarial Science
5. Business Administration
6. Pre-engineering

EPDA Project Report:

Nine students were chosen to spend 20 hours each observing their respective fields of interest at the Weyerhaeuser plant in Longview. I spent considerable time explaining the proposed project to students and finally selecting students to participate. The cooperation I received from the students' faculty advisors was greatly appreciated.

After making the selection of those to participate, I spent some time further explaining the project to the students. I hoped to ease their anxieties and control their expectations. Each of the students was instructed to keep an accurate log of his observations, to be turned in at the end of the experience. Pat Shafer, Weyerhaeuser Employee Relations Representative, arranged a schedule for each student and the project was underway.

It is hard to put into words the excitement, enthusiasm, and interest these students shared with other students upon returning to the campus.

Student Characteristics:

Karl: Karl's major is Forestry. He is an average student, 22 years old, and lives with his mother in Longview. Karl is presently continuing his education in the area of machine trades.

Kathy: Kathy is an attractive and alert girl. She is active in athletics and service organizations on campus and will some day soon make an excellent employee. She is 19 years old and resides with her parents and is majoring in Secretarial Science.

- Patricia: Pat is an Accounting major. She is 31 years old, separated and has four children. Pat lives in Kelso and shows an unusual amount of initiative.
- Donis: Donis is also an Accounting major. She is married, 45 years old, and recently received her high school diploma through our High School Completion Program. Donis enjoys school and is eager to obtain employment in the Accounting field as soon as possible.
- Sue: Sue is a Data Processing student in a two-year programmed course. Sue is 21, married, and is presently seeking employment.
- Michael: Mike is a Data Processing student in a transfer program. He is married and will soon transfer to the University of Washington.
- Rex: Rex is a 19-year-old boy from Vader, Washington majoring in Auto Mechanics. Rex won the Outstanding Student Award in his department, and will soon be working full-time for one of our major industries.
- Scott: Scott is a Machine Shop major. He lives with his sister in Kelso and is now a full-time employee for Amadon Forge and Machine Works.
- Art: Art is a 29-year-old veteran. He is divorced and is presently employed at Pay 'n Save. Art is a business major hoping to pursue a career in Personnel Management.

I have enjoyed participating in this program and plan to document my experience and present it to the administration as a completed pilot program indicating the interest and availability of a campus-wide cooperative education program.

This program has been of benefit to me in a number of additional ways. I have enjoyed the opportunity to meet many of the people in the personnel department at Weyerhaeuser, and feel a closer bond to industry than before having participated in the project. I have called on Pat Shafer, my business representative, as well as other members of the personnel department to be guest speakers and part-time faculty at our college. I have even taken a tour of part of the lumber mill facilities and was very impressed. In a subtle sort of way, this program has prompted me to join the Pacific Northwest Personnel Management Association in hopes of developing a similar rapport with personnel people from other industries.

EPDA EVALUATION
1972-73

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:

John W. Magnuson

Business Representative's Name:

Duane C. Markley

School or Community College:

Spokane Community College

Business Firm:

M & M Management and Maintenance
Company and Rocking DM Ranch

Address (Home):

Route 1, Box 146
Spokane, Washington

Address (Home):

Route 1, Box 133
Spokane, Washington

Address (Business):

East 3403 Mission Avenue
Spokane, Washington

Address (Business):

West 2301 Pacific Avenue
Spokane, Washington

Performance Objectives:

1. Student career evaluation, job evaluation, preparation for job interview and placement.
2. Develop student skills in human relations, salesmanship, communications, personal finance.
3. Conduct a basic student orientation evaluation, counseling, and advisement.
4. An analysis of work experience vs. on-the-job training vs. cooperative work experience.

Student Characteristics:

It was decided that the Business Representative should analyze the Mid-Management program in depth and one of the necessities was to personally interview as many Mid-Management students as possible.

During Fall Quarter there were 27 students enrolled in the Mid-Management Program. Of these 27 students there were two girls. It was determined that one way to better the program here at Spokane Community College would be to enroll more students in the program as well as to increase the percentage of girls. The goal for the rest of the year was to have 50 students enrolled in the program with at least one-fourth of these to be women.

Winter Quarter enrollment increased to 39 students with five girls. It appears that the goals set were realistic.

Spring Quarter enrollment dropped to 32 students, however, of these six were girls and seven were new students. All included were 51 students enrolled for the year.

After personal interviews, the following analysis was made:

- Mike: Enrolled Fall Quarter, primarily interested in sporting activities, from Colville, not married, 18 years old with very little working experience. His career objectives are unclear at this time but he would like to do something in the business field.
- Richard: Married, presently working for a clothing store full-time. Was in the Air Force for four years, desires a management position in advertising, first-quarter student.
- Phil: 37 years old, commutes from Chattaroy, especially talented in photography, has a bad back and has not yet decided on a specific career.
- Duane: Second-year Mid-Management student, 19 years old, works full-time in family-owned lumber business, interested in sports, desires top management position in business.
- Mike: 23 years old, second-year student, working full-time for local wholesaler, desires a Mid-Management position in the wholesale or retail end of distributorship, he is the strong, determined type.
- Gary: Second-quarter student, single, 19 years old, brought up on a farm in the mid-west, not working, immature and uncertain of his business future, basically in program for social aspects.
- Don: Second-year student, part-time bartender, 40 years old, interested in all sports, would like to work in the hotel or restaurant area of distribution, and eventually wants to own his own business.
- Beth: 18 years old, first-quarter student, very people-oriented, presently working at Lakeland Village, would like to work as a service representative and hopefully work up to a supervisory position. Good work experience for a student of her age.
- Kay: 30 years old, second-year student registered in restaurant management. From Butte, Montana, has worked in various businesses as a waitress, not married but has two children to support.
- Ray: 24 years old, second-quarter student, army Viet Nam veteran, previous hard-drug problem, has a career goal of owning his own business.

- Bob: 36 years old, married, owns own cabinet-making business, he would like to eventually be a manager of a retail lumber store.
- Chuck: B. A. Degree in Political Science, regular army officer, presently working as restaurant manager for local high-class restaurant, very good work experience, has had previous mental problems, 30 years old and married.
- Russ: 33 years old, presently working as an oil truck driver, would like to get in as a jobber for a local petroleum dealer, sports-oriented, married, first-quarter student.
- Terry: 20 years old, married, first-year student. Presently working in an auto parts store, would like to eventually own a wholesale distributorship firm. Has high school DECA experience.
- Dennis: First-year student, 31 years old, farm-oriented, presently working as a race-horse breeder and racer. Would like to work in retail management in the buying area of distributorship, not married.
- Walt: 30 years old, married, presently working as State Patrolman, desires a position in distribution, wants to feel productive, desires going into his own business.
- Al: Not working, second-year student, has physical problems, desires position in insurance adjusting, body shop ownership, active in student club activities, 40 years old.
- Ron: 18 years old, working as a laborer in local lumber yard, likes sports, undecided on career objectives.
- Bob: Commutes from Couer d'Alene, 45 years old, not married, first-year student, has Multiple Sclerosis, desires a selling position--preferably in Real Estate.
- Dave: 25 years old, first-year student, presently not working, is exploring business goals and career objectives for first time.
- Larry: 23 years old, second-year student, presently working for large local department store, Viet Nam veteran, desires to own his own business, or to be a store manager for a large sporting goods store.
- Edie: Enrolled in Fall Quarter, older woman, divorced, presently working as a cocktail waitress, interested in eventually teaching, majoring in Liberal Arts, has some personal hang-ups.

- Erwin: Desires to become a lawyer, Marine Corps experience, very aggressive and negative-minded. Has many personal problems regarding life and family.
- Jerry: Presently president of club, 23 years old, second-year student in Mid-Management, presently working for local grocery store, married, no children, Viet Nam veteran, desires a management position in a retail chain.
- Bill: First-year student, dropped out of school Winter Quarter, personal goal is to be a good welder and work for his father, not much ambition.
- Matt: 42 years old, physical disability, second-year Mid-Management student, very sports-minded, and very outspoken. Creates some disturbance in class because of his willingness to speak out.
- Kevin: First-year Mid-Management student, very active in club and social affairs in college, very ambitious, very pleasant in appearance and manner. Has much potential but often misguided.
- Bill: 35 years old, second-year Mid-Management student, much work experience in lumber industry, has 100% disability with back and neck injury, is president of student body, very popular, ambitious, very folksy type of person but is very much hampered by disability.
- Lew: 23 years old, married, desires management position in grocery chain, army veteran, very soft spoken, ambitious but not pushy.
- Richard: Regular army officer, college graduate, B. S. from Ohio State, in Mid-Management program to further education in business. Does not desire a business career.
- Robert: Desires management in retail lumber store, 38 years old, owned his own business in cabinet making, has excellent chance to succeed.
- John: Presently working in Firestone Tire Store, desires to become store manager. Has realtor license, is 25 years old but does not seem to know what he really wants out of life.
- Sher: 19 years old, working in nursing home, very social-minded, immature and not really ready for the business world.

Program Review, Evaluation, and Follow-Up:

Periodically, the Mid-Management students were surveyed as to their career objectives and how they could accomplish these through participation in the established program at Spokane Community College. It was found that the turnover rate of students was not high considering the career objective that the students indicated as shown in the previous student profiles.

The majority of students are working part-time, full-time, or are presently seeking work. On-the-job interviews with several employers were conducted and it was found that many of them were quite pleased with the students' performance. They indicated that as a student progressed in his job and school experience, he seemed to mature and become a much better employee.

Conversation with some student alumni members of the program was very interesting. It was found that most of them had done quite well in choosing job situations that fit in with their career objectives. Most of them were well on their way to careers in sales or supervisory positions.

Evaluation of EPDA Program:

Upon consultation between the business participant and the educational participant, it was decided that the EPDA Program did indeed accomplish its goals and objectives. Both participants became involved in each other's aspects of business and education and both of them worked with people to greater extent which is believed to be the secret to success in business and/or school.

The students benefited from the program with their **recognizance** that the businessmen and their instructor became more knowledgeable in a human relations aspect of business and education.

Personal benefits are hard to define, however, it was believed that both participants benefited by becoming better in their chosen profession.

EPDA EVALUATION
1972-73

The Professional Internship Exchange Program in Vocational Education

Instructor's Name:	Business Representative's Name:
<u>Gregg Saunders</u> <u>Diversified Occupations Coordinator</u>	<u>Harry Elway, State Assistant</u> <u>Director of Personnel</u>
School or Community College:	Business Firm:
<u>Tenino High School</u>	<u>Washington State Department of</u> <u>Personnel</u>
Address:	Address:
<u>Tenino, Washington</u>	<u>Tenino, Washington</u>

Introduction:

The Professional Internship Exchange Program at Tenino High School was a whole-hearted success. Tenino's program teamed Gregg Saunders, Diversified Occupations Coordinator, and Harry Elway, State Assistant Director of Personnel, for a 90-hour exchange. Mr. Saunders spent 90 hours working in four divisions of the State Department of Personnel. Mr. Elway and Mr. Saunders combined forces to teach a 90-hour instructional program on "The World of Work" at Tenino High School. 33 Diversified Occupations students, 13 of whom were disadvantaged were involved in the program. All 33 students were employed during the year and worked on an average of 721 hours per pupil.

Although all 33 students participated in the program, the 13 disadvantaged students were the target group. In addition to participating in the Diversified Occupations program, all 13 disadvantaged students were also enrolled in a remedial communications and mathematics class.

Student Audience and Need:

Tenino and surrounding communities within the Tenino School District are bedroom communities and have high rates of unemployment and poverty. Approximately 35% of the residents living within the school district are on welfare or some other form of public assistance. Industry is limited by the small town environment--mostly rural farming, poultry farming, logging and small "mom and pop" businesses. The majority of jobs related to these industries are seasonal. Due to these conditions and limiting factors, many of the students attending Tenino public schools are disadvantaged economically, socially, culturally, academically, or a combination of these. Severe weakness brought about by the disadvantages of these students make their chances of achieving success in school almost impossible.

In addition to bad attitudes, attendance, and poor study habits, the major areas of weakness brought about by these disadvantages were in basic communication and math skills. The average reading ability of these students was below the third grade level while their average math proficiency was below the fourth. Reducing and/or eliminating these weaknesses would greatly improve the chances of success and achievement by these students. This proved to be a valid assumption. It was also felt that the cooperative venture, work experience coordinated with realistic classroom instruction would bring about drastic changes in the behavior of these disadvantaged students. This assumption was also proved valid and will be pointed out later.

Student Characteristics:

Thirty-three students participated in the program. All thirty-three were enrolled in Tenino High School's Diversified Occupations Program. All students received the internship instruction as part of the Diversified Occupations classroom instruction. Thirteen students out of the total group of thirty-three were socially, economically, academically, and/or culturally disadvantaged. Selection of these students was determined by the combined efforts of the Diversified Occupations Instructor, the High School Counselor and the Vocational Pre-Readiness Instructor. The Vocational Pre-Readiness Program is a class at Tenino High School designed for disadvantaged students to assist them in reducing or eliminating their weaknesses in basic communications and math skills, thus affording them greater chances of success in regular vocational programs.

These thirteen students, identified as the target group were selected for a number of reasons. Some of these included the following:

1. Lack of academic success: G.P.A. lower than 1.5.
2. Apathetic attitudes in their personality character development.
3. Presently in the low-income family strata.
4. Family presently on public assistance.
5. Previously Special Education students.
6. Lack of previous employment as a student.
7. Discipline problems.
8. Previously having dropped out of school.

The majority of these students had a combination of two or more of these disadvantages:

Academic: 10 students

Social: 7 students

Economic: 9 students

Cultural: 9 students

Performance Objectives:

1. To assist students in planning education and training programs for careers compatible with their interests and abilities.
2. To stimulate students interest in continuing education and training through exposure to and understanding of occupational opportunities and requirements of the world of work.
3. To prepare students for entry level jobs.
4. To serve youth with special needs through the interaction of a vocational instructor and business representative.
5. To update the knowledge and skills of the vocational instructor by getting him involved in a work experience in the local business community.
6. To expose the business representative to the needs of vocational education students and to the many problems and challenges of vocational education.

Behavioral Objectives:

At the outset of the project, the following objectives that we wanted our students to perform by the end of the program were formulated:

1. Students will be able to list the goals of our society.
2. Students will understand why people work in our private enterprise system (work ethic).
3. Students will know who they are--what their real interests and talents are.
4. Students will investigate the career or careers of their choice.
5. Students will know how and where to look for job openings.
6. Students will demonstrate how to secure a job.
7. Students will be gainfully employed a minimum of 400 hours during the 1972-73 school year.
8. Students will be able to identify factors necessary for success in employment.
9. Students will investigate the business firm they are employed by.

10. Students will describe the responsibilities and obligations to their employers.
11. Students will understand the necessity for work rules and regulations.
12. Students will be able to describe those conditions affecting employment opportunities.
13. Students will understand the need for positive horizontal and vertical working relationships.
14. Students will know how to win job advancement.
15. Students will know how to follow the proper procedure when terminating employment.

Instruction:

As stated earlier, thirteen disadvantaged students were part of a group of thirty-three students enrolled in the Diversified Occupations Program at Tenino High School. All internship instruction was a team effort of the vocational instructor and the business representative. Internship instruction took place in the Diversified Occupation classroom with the exception of two field trips, one to the Employment Security Department and the second to the Department of Labor & Industries. Ninety hours of internship instruction centered around the following units:

1. Orientation to the program.
2. Orientation to the world of work.
3. Why people work.
4. Our private enterprise system.
5. Self inventory.
6. Sources of occupational information.
7. Career exploration.
8. Educational requirements for employment.
9. Seeking prospective employers.
10. Job application process.
11. Job interview.
12. Securing a job.

13. Personality and job success.
14. Employer/employee relations.
15. Self evaluation.
16. Job advancement.
17. Resigning from a job.

The following instructional units were covered by the vocational instructor only:

1. Money management.
2. Taxes and the worker.
3. Social Security.
4. Organized labor.
5. Legal problems.
6. Insurance.

Instructional methods and strategy used included:

1. lecture/discussion
2. role playing
3. guest speakers
4. field trips
5. seminars
6. individual projects
7. counseling activities

One of the most beneficial learning activities included in the internship instruction was the job interview. After studying the principles and techniques of job application and interview, students were able to practice their interview skills by participating in a mock-up interview.

Each student in the program was interviewed by the personnel manager of the State Department of Personnel. Each session was video-taped and played back so students could see how they performed. All interviews were critiqued by the personnel manager. He pointed out the good and bad points of each interview and told students if he would have hired them or not on the basis of student performance of each interview.

Instructional Aids used includes:

Sound filmstrips

Tapes

16 mm Films

Video tape camera and recorder

Overhead transparencies

Bulletin boards

Posters

Occupation Exploration Kit

Microfilm recorder/printer

Guest speakers

Text Books, Resourcebook and Reference Materials:

Kimbell and Vineyard, Succeeding in the World of Work, McKnight & McKnight Publishing Company, 1970.

Andrews, The Job You Want, Gregg/McGraw Hill Book Company, 1968.

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In addition to being enrolled in the Diversified Occupations Program, all 13 disadvantaged students received remedial communication and mathematics instruction in the Vocational Pre-Readiness Class. As stated earlier, the Vocational Pre-Readiness Class is a class at Tenino High School designed for disadvantaged students, to assist them in reducing their weaknesses in basic communication and mathematics skills; thus, affording them greater opportunities of succeeding in regular Vocational Education Programs (this class is taught by a teacher who is highly qualified in working with students with special needs). All instruction was individually programmed and students were allowed to progress at their own rates. Instructional emphasis in this phase focused on improvement of reading; speaking; writing; addition, subtraction, multiplication, and division of whole numbers; fractions; decimals; and percentages.

Students were pre-tested and post-tested, and with the exception of one student, all made significant progress. The Wide Range Achievement Test, which was administered by the counseling office, was used in the program.

Program Review, Evaluation, and Follow Up:

Out of the total group of 33 students originally enrolled in the program, 29 completed the 1972-73 school year. Three students moved out of the district and one student quit school. As a total class, the students earned in excess of \$40,000 and worked an average of 721 hours per pupil.

14 students were juniors and have indicated that they will participate in the Diversified Occupations Program next year. 15 students graduated out of which four have joined the military service, three have enrolled in community colleges, one enrolled in a vocational/technical school, and the remaining seven are working.

Whereas chronic absenteeism existed with many of these students, it was virtually eliminated due to pupil enthusiasm in the program. All students agreed that this program helped change their attitudes in a positive direction toward school and the world of work. Six students who had never previously experienced academic success made the honor roll for the first time. One girl who had been considered a loser for years became, according to her boss, one of the best secretaries he has ever had and was hired full-time upon graduation.

12 out of the 13 disadvantaged students in the program also experienced fantastic success in the Vocational Pre-Readiness class. The average improvement of this group was a 2.8 grade level increase in English, 1.9 grade level increase in spelling and a 2.9 grade level increase in mathematics. At the outset of the program there was a terrific personal hygiene problem with some of the students who came from low income families, but as the year progressed this situation was corrected. At the first of the year these students were allowed to use the school shower and laundry facilities and as they began earning their own money, they bought themselves new clothes and paid to have them laundered.

Judging from past performance in other classes, it was determined that this program kept at least seven students in school who otherwise would have quit before the end of the school year. |

Business Representative's Experience:

This program made me aware of the problems regarding student attitudes toward the educational system and towards furthering their education to become self-supporting, productive employees, rather than relying on a social system to provide the necessities. I found it beneficial to be able to work with the students on a personal basis in shaping their attitudes and showing them the expectations of employers regarding employment. In addition to the classroom presentations I made, I was especially pleased to bring students a current and authentic voice of the business world. |

SUMMARY AND CONCLUSIONS

Gaining involvement between education, business and industry is not an easy task to attain in today's cultural pluralistic society. It goes beyond the typical kinds of programs carried on by education, and it presents complexity to program functions. The inclusion and involvement of business and industry, along with other public agencies such as Employment Security and Community Action Councils, contributes a third dimension to community participation.

If vocational education is to seek true solutions in accomplishing educational goals and objectives, it appears that cooperation and involvement between business, industry, public agencies and education are essential components in program development. This project made strong efforts in attaining these kinds of vocational ends.

The means and vehicles used in meeting the priorities of youth and adults varied from center to center. There were 30 secondary high schools and community colleges participating in the project. The methods and make-up of students varied from center to center. There were various commonalities among the centers, but in the final analysis each had its own particular uniqueness in program benefits and educational attainments. This is pointed out in the evaluations of programs contained in the previous section of this report.

It is doubtful that this project could have been accomplished without the financial assistance of EPDA. Providing in-service professional personnel development in vocational education is essential for designing innovative teacher education programs. EPDA provides this opportunity and must be continued and expanded in the years ahead.

Approximately 500 youths and adults in cooperative programs, along with persons with special needs, were served by conducting this project. Various personal values and benefits were derived between students, vocational teachers and business-industrial representatives. For all practical purposes, this project made pinpointed efforts in serving cooperative education students, including persons with special needs.

Interaction between vocational education, business and industry created a meaningful professional teacher personnel development program in cooperative education; this seemed to be one of the most enlightened areas of accomplishment. The project provided for opportunities in improving teaching competencies in serving youth with special needs. Both vocational teachers and business-industrial representatives attained a greater appreciation and understanding in developing cooperative programs and serving persons with special needs. Each team experienced unique situations within the internal and external environment of school and community; some of these were favorable and some unfavorable. Gaining cooperation from other agencies was difficult in certain situations.

Problem Areas to be Considered:

The following problem areas evolved through conducting this project:

1. In certain centers it was difficult to gain cooperation and involvement with other local and state agencies. Teacher education in vocational education should allocate resources for developing interaction approaches to this problem.
2. There was a high degree of uncertainty in program funding. This caused major problems in program development and implementation. The time factor is of the utmost importance in this kind of endeavor; adequate lead time is essential and this made it difficult in gaining business-industrial support.
3. Some teachers are reluctant to become totally involved in community affairs and working with persons with special needs. But once involved in these activities, the reluctance factor diminishes and many personal values are gained.
4. Developing the necessary teacher education for business and industrial exchange personnel is difficult to identify. The pre-session may not be enough preparation for some individuals. However, this is corrected to a certain degree by having the business-industrial representative team teach with a vocational teacher-coordinator.
5. There needs to be more done in identifying the specific needs of cooperative education students and persons with special needs, particularly the disadvantaged. These students have unique characteristics for vocational programs, and specific instruction or developments need to be directed towards the cognitive, affective or sensory areas of education.

There were specific problems within each geographical center. For example, in two situations the business-industrial representatives were transferred to other parts of the country. In both cases the corporations substituted persons in order to complete the program. The problems which presented themselves were not serious detriments toward the program goals and objectives. These problems are presented so that future involvement might be improved and extended for continued vocational education accomplishments.

Program Accomplishments:

Through this project, the following accomplishments seemed to be apparent:

1. 30 selected vocational teachers received professional personnel development through in-service in meeting the needs of cooperative education and persons with special educational problems.

2. 30 business and industrial firms participated both financially and personnel-wise in carrying out the program goals and objectives. A total of \$3,500 was allocated by firms towards the financing of the program. In some cases, substantial travel and office assistance was also provided.
3. The business and industrial firms, as well as the respective communities, became more aware of the need of serving education and vocational students.
4. There were 90 hours of special instruction provided to more than 100 persons involved in cooperative education. In some cases there was a high concentration of persons with special needs. This was accomplished by ten centers consisting of cooperative vocational teacher and business-industrial representatives.
5. Vocational education and business-industrial firms, as well as other public agencies, became more involved in working cooperatively in serving vocational educational students.
6. There were several long-range programs developed in regular vocational programs as a result of being involved in this project. Three diversified occupational cooperative programs evolved as an example.
7. An overall awareness for serving persons with special needs resulted in the ten centers.
8. The vocational teaching personnel improved their understanding and appreciation of occupations by being able to gain direct first-hand experience in a business or industrial firm.
9. Greater cooperation between the Washington State Coordinating Council for Occupational Education, U.S.O.E., E.W.S.C. and local centers was attained in meeting project goals and objectives.
10. New methods of vocational teacher personnel development were accomplished through the project by involving them in great depths with community and business environment.

Through this project a foundation was made for 30 centers to carry on a program which developed some long-range implications for future growth. The ten vocational teacher coordinators and business-industrial representatives have acquired a greater appreciation and awareness for serving cooperative education and persons with special needs. Attitudinal changes were quite evident in both vocational coordinators and business-industrial personnel.

E.P.D.A. provided the necessary stimulus for this in-depth professional personnel development in cooperative vocational education, and the results have generated some lasting values. Vocational cooperative

coordinators, business-industrial leaders, students and project director have gained considerable insight into the ever-changing environment of the world of work.

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APPENDIX
EPDA EVALUATION FOR PROFESSIONAL INTERNSHIP
EXCHANGE PROGRAM IN VOCATIONAL EDUCATION

The United States Office of Education has requested that evaluation be an integral part of all grant projects. Since you were or are a participant in a Federally funded project, your opinions and judgements will be greatly appreciated. Please complete the questionnaire and return in the self-addressed envelope. All those responding to the study will receive a statistical copy of the results.

Participants Name: _____

Position: _____

Age: _____

Business or Educational Institution Name and Address:

Directions:

According to your opinion or judgement, respond to evaluation items by checking one response on a scalar rating for the following:

- 6---Extremely Beneficial and Valuable
- 5---Very Beneficial and Valuable
- 4---Highly Beneficial and Valuable
- 3---Moderately Beneficial and Valuable
- 2---Very Low in Benefits and Value
- 1---Extremely Low in Benefits and Value

Please contribute comments on each question when you have a positive or non-positive remark to make in order to improve the program.

1. This project made me personally more aware of the broad concept of vocational education.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

2. I now have a better understanding for working with youth and adults who are classified as disadvantaged.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

3. The EPDA program made me personally more aware of the importance of business-industry and vocational education in working together in solving problems which relate to employment, education and societal needs.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

4. The EPDA program which I participated in was flexible so that the goals and objectives which were established by the participants could be carried out successfully.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

5. Through the EPDA project both the vocational teacher and business-industrial representative received college credit, and this was of assistance in carrying out the goals and objectives of the individual programs.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

6. EPDA funds provided stipends and other financial assistance in accomplishing the goals and objectives of the program; this provided the incentive in developing long-range relationships between business-industry and vocational education.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

7. By participating in the EPDA program, I now have a better understanding of how universities, colleges, community colleges, technical institutes, and public common schools function in vocational education.

Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

8. The EPDA program has made school administration, community leaders, and business-industrial management more aware of the vocational needs of youth and adults.

Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

SECTION II

This Section is for Teachers Only; Business and Industrial Representatives Go To Section III.

9. As a vocational teacher, the work experience in the business or industrial firm made me more aware of the present-day world of work.

Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

10. I personally gained insight and greater awareness of business and industrial employment problems and this will assist in my classroom instruction.

Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

11. Through the EPDA program, I personally feel a greater sensitivity in helping youth or adults who have special needs in meeting their employment and societal needs.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

12. By being involved in the EPDA program, I as a teacher, have become more engaged with the business-industrial community.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

SECTION III

This Section is for Business and Industrial Representatives Only;
Vocational Teachers STOP.

13. Through the EPDA program, I now have greater insight into the many variable problems confronting vocational education.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

14. This program has assisted my firm in working with vocational education in meeting community and employment needs.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

15. Through the classroom teaching which I conducted with the vocational teacher, I personally gained insight and awareness of the educational needs of youth or adults.
Comments:

6 _____
5 _____
4 _____
3 _____
2 _____
1 _____

EPDA EVALUATION FOR PROFESSIONAL INTERNSHIP
EXCHANGE PROGRAM IN VOCATIONAL EDUCATION

RESPONSES -- ALL PARTICIPANTS --

Question Number	Number of Respondents	Average Response
1	60	4.84
2	60	4.81
3	60	5.23
4	60	5.13
5	60	4.06
6	60	4.65
7	60	4.68
8	60	5.10

RESPONSES -- TEACHERS ONLY --

1	30	4.80
2	30	5.07
3	30	5.40
4	30	5.13
5	30	4.73
6	30	5.27
7	30	4.47
8	30	5.20
9	30	5.20
10	30	5.00
11	30	5.13
12	30	5.07

RESPONSES -- BUSINESS REPRESENTATIVES ONLY --

1	30	4.88
2	30	4.56
3	30	5.06
4	30	5.13
5	30	3.44
6	30	4.06
7	30	4.88
8	30	5.00
13	30	5.38
14	30	4.19
15	30	5.31